REPORT RESUMES

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ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

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THIS FIRST ISSUE OF A QUARTERLY PUBLICATION ANNOUNCES THE AVAILABILITY OF DOCUMENTS ACQUIRED AND PROCESSED BY THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) CLEARINGHOUSE ON VOCATIONAL AND TECHNICAL EDUCATION. IT CONTAINS ABSTRACTS OF RESEARCH AND OTHER MATERIALS WHICH ARE USEFUL TO RESEARCHERS, SUPERVISORS, TEACHER EDUCATORS, EDUCATION SPECIALISTS, ADMINISTRATORS, TEACHERS, AND OTHERS WHO HAVE AN INTEREST IN VOCATIONAL AND TECHNICAL EDUCATION. THE ABSTRACTS ARE ORGANIZED BY TOPICAL GROUPINGS -- (1) ADMINISTRATION AND SUPERVISION, (2) CURRICULUM, (3) EMPLOYMENT AND OCCUPATIONS, (4) EVALUATION AND MEASUREMENTS, (5) FACILITIES AND EQUIPMENT, (6) HISTORY, (7) INDIVIDUALS WITH SPECIAL NEEDS, (8) INNOVATIVE CONCEPTS AND EXPERIMENTAL PROGRAMS, (9) INSTRUCTIONAL DEVICES AND MATERIALS, (10) PHILOSOPHY AND OBJECTIVES, (11) RESEARCH DESIGN AND RESEARCH DEVELOPMENT, (12) STUDENTS, (13) TEACHER EDUCATION, (14) TEACHING AND LEARNING, (15) TEACHERS, AND (16) OTHER RESOURCES. INDEXES PROVIDE AN APPROACH TO THE ABSTRACTS BY (1) PERSONAL AND INSTITUTIONAL AUTHORS, (2) DOCUMENT ACCESSION NUMBER WITH A TABLE SHOWING ED NUMBERS FOR DOCUMENTS AVAILABLE THROUGH THE ERIC DOCUMENT REPRODUCTION SERVICE, (3) VOCATIONAL AND SUPPORTING SERVICES, AND (4) SUBJECTS. THE PUBLICATION DATES OF THE MATERIALS ARE FROM 1962 TO 1967. (HC)

ED013336

ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

FALL 1967

ERIC CLEARINGHOUSE
THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO

VT003696

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Adult and Vocational Research, U. S. Office of Education. It serves a catalytic role in establishing a consortium to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;
2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;
3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;
4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;
5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and in-service education program;
6. TO PROVIDE A NATIONAL INFORMATION RETRIEVAL, STORAGE, AND DISSEMINATION SYSTEM FOR VOCATIONAL AND TECHNICAL EDUCATION LINKED WITH THE EDUCATIONAL RESEARCH INFORMATION CENTER LOCATED IN THE U. S. OFFICE OF EDUCATION;
7. To provide educational opportunities for individuals contemplating foreign assignments and for leaders from other countries responsible for leadership in vocational and technical education.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Abstracts of Research and Related Materials in Vocational and Technical Education

FALL 1967

The Work Presented Or Reported Herein Was Performed Pursuant To A Grant From The U. S. Office Of Education, Department Of Health, Education & Welfare.

ERIC Clearinghouse
The Center for Vocational and Technical Education
The Ohio State University
980 Kinnear Road, Columbus, Ohio 43212

PREFACE

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and the companion publication Abstracts of Instructional Materials in Vocational and Technical Education (AIM) announce the availability of documents acquired and processed by the ERIC Clearinghouse on Vocational and Technical Education. ARM incorporates abstracts of research and other materials which are useful to a wide audience of users such as researchers, supervisors, teacher educators, education specialists, administrators, teachers and others who have an interest in vocational and technical education. AIM includes abstracts of materials typically designed for teacher use or student use in the classroom, and annotations of bibliographies or lists of instructional materials. These publications prepared by the ERIC Clearinghouse on Vocational and Technical Education are published quarterly beginning with Fall 1967 issues.

The ERIC Clearinghouse on Vocational and Technical Education is a division of the Center for Research and Leadership Development in Vocational and Technical Education located at The Ohio State University and is one of the clearinghouses of the Educational Resources Information Center (ERIC-USOE). With the growth of vocational education programs, there is an increasing need for accessible information that can be used in developing logical chains of reasoning for research activities, for improving school practices and shortening the theory-practice gap. This Clearinghouse is striving to provide a useful and vital function in dissemination of information on vocational and technical education through these publications.

Since this Clearinghouse is a component of a larger information system, ERIC, it is logical that certain similarities among publications exist. In this regard the format of ARM and AIM is similar to that of Research in Education[1], the primary publication of the Educational Resources Information Center (ERIC). The abstracts of materials reported in ARM relate specifically to the educational field of vocational and technical education and constitute a segment of ERIC, the national information system for American Education.

In addition to the quarterly publications, Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and Abstracts of Instructional Materials in Vocational and Technical Education (AIM), other publications will be issued from time to time. These will typically concern themselves with reviewing and synthesizing information in specific areas of vocational and technical education, e.g., Review and Synthesis of Research in Technical Education; Agricultural Education; Home Economics, etc.

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[1] Research in Education is published 12 times a year. Subscription: Domestic $11.00 a year; foreign, $2.75 additional. Single copy: Domestic, $1.00. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

We are indebted to our colleagues within the profession for their cooperation in forwarding materials to the clearinghouse and for their suggestions and comments which have materially assisted in the development of this program. We anticipate further refinement and improved procedures with the continued assistance of our advisory committee.

Robert E. Taylor
Director

INTRODUCTION

Organization of ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Abstracts of Research and Related Materials in Vocational and Technical Education relies upon two basic formats -- resumes and indexes -- to serve the browser and those seeking specific information. The resumes are organized according to several topical groupings in the first section of the document. Under each grouping, the resumes are arranged by Vocational Technical (VT) number which is an identification number assigned to reports as they are processed. Resumes contain an abstract which indicates the contents of a document in two hundred words or less. Additional components of a resume are explained in a diagram on page ix immediately preceding the resume section.

Several indexes are located after the resume section to provide specific approaches to documents reported in the resume section. The indexes, which allow one to quickly find pertinent information, are arranged according to the groupings of:

personal and institutional authors

document accession numbers

conversion of document numbers (VT to ED, ED to VT)

vocational supporting services

subjects

All of the indexes refer to page numbers in this publication to enable the reader to quickly locate any resume of interest.

Availability of Materials Reported

Part of the ERIC program is to make known the availability of the full text of materials cited. Some of the materials are available through the ERIC Document Reproduction Service (EDRS) and some are available through other sources (e.g. Government Printing Office). Guidelines to availability are shown on the next page.

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Availability of ABSTRACTS OF RESEARCH AND RELATED MATERIALS

All issues of this publication (ARM) will be reported in Research in Education and will be available on microfiche or facsimile copy through ERIC Document Reproduction Service. A short time lag will occur between the time this document is printed and the time it is available through EDRS. Contents of this publication may be reprinted freely without requesting permission, giving appropriate credit to the Clearinghouse. A limited number of subscriptions at cost will be accepted. For further information contact:

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The Center for Vocational and Technical Education
980 Kinnear Road
Columbus, Ohio 43212

Scope of The Clearinghouse

The ERIC Clearinghouse on Vocational and Technical Education is responsible for research reports and other documents related to the general field of vocational and technical education. Included are reports on the specific fields of agricultural education, business and office occupations education, distributive education, health occupations education, home economics education, technical education, trade and industrial education, training in new subprofessional fields, and the related fields of industrial arts education, manpower economics, occupational psychology, and occupational sociology. Specifically included are subject categories such as administration, curriculum development, employment opportunities, evaluation, facilities and equipment, historical studies, individuals with special needs, innovative and experimental programs, instructional materials and devices, learning processes, manpower economics, occupations (jobs), philosophy and objectives, research methods, student personnel services, students (characteristics), teachers, and teacher education and teaching methods when related specifically to vocational and technical education.

Acquisitions

The adequacy of information in this publication, as well as other services of this clearinghouse, is directly related to the extensiveness of the information acquired and processed into the system. This Clearinghouse has assumed the initiative in obtaining as much of the available information as possible. However, it is impossible for any organization to achieve complete and comprehensive coverage of a field as vast as vocational education without the cooperation and assistance of the profession. The growth and ultimate effectiveness of the system require supplemental efforts of its users. Any person in the vocational or technical field is invited to forward to the Clearinghouse two copies of items relating to vocational-technical education for possible inclusion in the system. Questions relating to this endeavor should be directed to the Acquisitions Specialist at The Center.

SAMPLE RESUME

Accession Number--an identification number sequentially assigned to reports as they are processed.

If ED is followed by numbers, item cited has been announced in Research in Education. If ED is not followed by numbers, item has not been announced in Research in Education at time of this publication.

VT 000 026 ED 010 791

Author(s)-- the individual(s) who prepared the report.

Evaluation of Local Vocational Education Programs. A Manual for Administrators, Teachers, and Citizens. — Title of Report

Byram, Harold M.

Institutional Source--the organization responsible for the report.

Michigan State Univ, East Lansing. Bur of Educ Res Serv.

Publication Date--the date the report was published. — Jul 65

EDRS Price MF-$0.18 HC-$3.40 85p. — Total number of printed pages in the document, including cover and appendices.

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hardcopy.

BIBLIOGRAPHIES, *VOCATIONAL EDUCATION, *PROGRAM EVALUATION, CONSULTANTS, ADVISORY COMMITTEES, CURRICULUM EVALUATION, STAFF UTILIZATION, VOCATIONAL FOLLOWUP, JOB PLACEMENT, OCCUPATIONAL GUIDANCE, *ADMINISTRATOR GUIDES, VOCATIONAL DIRECTORS,

Descriptors--the subject terms assigned by an indexer to characterize the contents of a report. Only the major terms, those preceded by an asterisk, are printed in the index.

Michigan,

Identifier--acronyms, geographical areas, organizations, tests (e.g. Binet), etc.

As a result of the experiences of and study by the staff of three Michigan public schools participating in a research project between 1963 and 1965, this manual was prepared for use by administrators, teachers, and citizens committees in evaluating and planning local vocational education programs. It explains the role of the local director, consultants, staff, citizens' committees, and the procedures that can be used in analyzing curricular offerings, studying needs with reference to existing programs, and using the placement services and followup of graduates and former students in the evaluation process. The appendixes list sample forms used by the three schools to obtain information for their evaluations. (PA)

Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

Abstractor's Initials

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TABLE OF CONTENTS

PREFACE iii

INTRODUCTION v

ABSTRACTS 1

- Administration and Supervision Section 1
- Curriculum Section 29
- Employment and Occupations Section 33
- Evaluation and Measurements Section 61
- Facilities and Equipment Section 69
- History Section 73
- Individuals with Special Needs Section 77
- Innovative Concepts and Experimental Programs Section . . 83
- Instructional Devices and Materials Section 93
- Philosophy and Objectives Section 97
- Research Design and Research Development Section 101
- Students Section 105
- Teacher Education Section 117
- Teaching and Learning Section 123
- Teachers Section 129
- Other Resources Section 133

INDEXES 137

- Author Index 139
- Document Number Index 155
- Conversion of Document Numbers Index 163
- Vocational and Supporting Services Index 165
- Subject Index 171

ADMINISTRATION AND SUPERVISION SECTION

VT 000 000 ED 010 785

Central States Seminar in Agricultural Education, Sheraton-Chicago Hotel, Chicago, Illinois, March 14-17, 1966. Theme, Implementing the Vocational Education Act of 1963.

Mar 66

EDRS Price MF-$0.18 HC-$3.28 82p.

*SEMINARS, *AGRICULTURAL EDUCATION, EDUCATIONAL OBJECTIVES, TEACHING METHODS, OFF FARM AGRICULTURAL OCCUPATIONS, EMPLOYMENT OPPORTUNITIES, COOPERATIVE EDUCATION, DISADVANTAGED YOUTH, WORK STUDY PROGRAMS, SPECIAL EDUCATION, PROGRAM DEVELOPMENT, *TEACHER EDUCATION, INSTRUCTIONAL AIDS, *SUPERVISION, FARM OCCUPATIONS, POST SECONDARY EDUCATION, ADULT VOCATIONAL EDUCATION,

Teacher educators and state supervisors from the Central States participated in this 3-day seminar. Texts of the following talks are given -- "New Opportunities in Agricultural Education," by Homer E. Edwards, "Objectives, Goals, or Fundamentals of High School Instructional Program," by Ray Agan, "Teaching Basic Production Agriculture," by Harold Shoaf, "Agricultural Occupational Opportunities," by Gilbert Guiler, "Agricultural Occupation Experience Program," by Kenneth E. James, "Who Are the Disadvantaged," by Gerald R. Fuller, "Report of Project REDY," by Lloyd J. Phipps, and "Looking Ahead to Programming Special Reports in Vocational Agriculture for Disadvantaged Youth," by Clifford E. Minton. Summaries of a symposium on "A Critical Look at our Vocational Agriculture Program for Adults," and reports on panel discussions and special group meetings are also included. (EM)

VT 000 015 ED

High School Principals' Perceptions of Assistance Needed in Order to Develop More Adequate Programs for Employment-Bound Youth.

Wenrich, Ralph C. * Ollenburger, Alvin

Michigan Univ., Ann Arbor. School of Education

Dec 63

EDRS Price MF-$0.09 HC-$2.08 52p.

*FEDERAL AID, QUESTIONNAIRES, *STATE AID, HIGH SCHOOLS, HIGH SCHOOL STUDENTS, *VOCATIONAL EDUCATION, OUT OF SCHOOL YOUTH, *PRINCIPALS, *ADMINISTRATOR OPINION, OCCUPATIONAL GUIDANCE,

Michigan,

Questionnaires were sent to principals of large high schools in Michigan to determine the kinds of federal and state assistance they would consider most helpful in developing and/or operating special programs and services for employment-bound youth. Responses were received from 123, or 98.4 percent. Questions covered six areas of activity -- (1) examining the goals of the school and evaluating the offerings available to employment-bound youth, (2) assessing the needs of in-school and out-of-school youth and the needs of employers, (3) developing new programs to meet the needs of youth and employers, (4) operating specialized programs designed to prepare in-school youth for employment, (5) operating specialized programs designed to prepare out-of-school youth for employment, and (6) providing more adequate vocational guidance services for in-school and out-of-school youth. The areas of activity were placed in rank-order by the principals and area 2 and area 4 were ranked first and second, respectively. A majority of the principals felt that they did not have time to give leadership to the programs for employment-bound youth and nearly three-fourths of them felt their programs could be improved if funds were made available to provide an extra assistant to give this leadership. Tables of principals' responses, the questionnaire, and recommendations are included. (PS)

VT 000 016

A Study of Organization for the Administration of Vocational Education in Selected Michigan High Schools. A Summary Report. A Part of the Michigan Vocational Education Evaluation Report.

Mason, Clarence C.

Michigan Univ., Ann Arbor. School of Education

Jun63

EDRS Price MF-$ Not available 23p.

*EFFECTIVE PROGRAMS, *VOCATIONAL EDUCATION, TEACHER OPINION, ADMINISTRATOR OPINION, *AUTHORITY, HIGH SCHOOLS, VOCATIONAL DIRECTORS, PRINCIPALS, VOCATIONAL EDUCATION TEACHERS, ADVISORY COMMITTEES, SUPERINTENDENTS, BOARDS OF EDUCATION, DEPARTMENT DIRECTORS (SCHOOL), *PROGRAM ADMINISTRATION, BIBLIOGRAPHY, ORGANIZATION,

Michigan

Sixty-one schools in Michigan were studied to determine which positions had authority over administrative matters and to relate the pattern of authority distribution to the effectiveness of the vocational education programs. Questionnaires were distributed to superintendents, high school principals, vocational education directors, and teachers of courses preparing students for post-high school employment in three groups -- (1) Group X, 39 schools whose programs were thought to be more effective than the average, (2) Group Y, 12 schools whose programs were thought to be less effective, and (3) Sub-group Xx, 10 schools whose figures for system-wide enrollment and number of professional teachers employed were closer to X than Y. Several high schools were visited to gain insight into the organization and administration of vocational education. In all groups, there was almost total delegation of authority by school boards to the professional personnel. Lay advisory committees, boards of education, and state-wide committees retained an insignificant amount of authority. Department heads or chairmen had an authority delegation of 5 percent in Group Y schools, 6 percent in Group X schools, and 9 percent in Xx schools. The superintendent of schools or one of his immediate staff retained 32 percent of the authority in Group Y schools, 21 percent in Group X and 26 percent in Group Xx. Recommendations were made for strengthening the program. (PA)

VT 000 028 ED

A Follow-Up Study of the Attitudes of Local Administrators Regarding the Financing of Vocational Education in Michigan.

Wenrich, Ralph C. * Van Dyke, Robert S.

Michigan Univ., Ann Arbor. School of Education

Oct 63

EDRS Price MF-$0.09 HC-$2.16 54p.

*VOCATIONAL EDUCATION, *FEDERAL AID, *STATE AID, *OPINIONS, COOPERATIVE EDUCATION, AGRICULTURAL EDUCATION, TRADE AND INDUSTRIAL EDUCATION, HOMEMAKING EDUCATION, HIGH SCHOOLS, ADULT VOCATIONAL EDUCATION, SALARIES, QUESTIONNAIRES, SUPERINTENDENTS, VOCATIONAL DIRECTORS, AREA VOCATIONAL SCHOOLS, POSTSECONDARY EDUCATION, BUSINESS EDUCATION, PRINCIPALS,

Michigan,

Responses from 120 administrators in all school districts in Michigan employing a reimbursed local director of vocational education were analyzed to determine their opinion on -- (1) probable effects on reimbursed programs if the salary reimbursement were discontinued at the end of three years, (2) use of state and federal funds in the development of high school and post high school services and programs, (3) use of state and federal funds in the development of state schools, area schools, and local schools, and (4) more effective uses of state and federal funds. Tables of data include -- (1) federal and state funds appropriated for vocational education in Michigan by year from 1946 to 1963, (2) federal and state funds paid to local communities for instruction in day school programs in Michigan high schools for cooperative training, agricultural, homemaking, and trade and industrial education, and (3) changes in the number of reimbursed programs operated in Michigan from 1960 to 1962. Tables of administrators' opinions are presented separately for vocational homemaking, trade and industrial, cooperative occupations, and agricultural programs. If salary reimbursements were eliminated, it was concluded that few programs would be eliminated and most programs would continue unaltered or with some modifications. It was recommended that support be withdrawn for salaries after five years, one-third each year for the next three years. (PS)

VT 000 033 ED

Teacher Adoption of a New Concept of Supervised Practice in Agriculture. Educational Research Series, no. 4, 1965.

Miller, Texton R.

North Carolina State Univ, Raleigh. Dept. of Agr. Educ.

Oct 65

EDRS Price MF-$0.09 HC-$1.44 36p.

*VOCATIONAL AGRICULTURE TEACHERS, *AGRICULTURAL EDUCATION, HIGH SCHOOL STUDENTS, *SUPERVISED FARM PRACTICE, *TEACHER ATTITUDES, STUDENT ENROLLMENT, TEACHING METHODS, *ADOPTION (IDEAS), GEOGRAPHY,

North Carolina

A new concept of supervised practice was introduced at the 1963 annual conference of North Carolina agriculture teachers. It stated that students should be encouraged to select their supervised practice activities from the broad field of agriculture rather than limit it to production agriculture. This study was expected to -- (1) identify the level of teacher acceptance of the new concept, and (2) determine the extent to which certain personnel and situational factors were associated with teachers adoption. Data were obtained by personal interview of 47 teachers, 10 percent random representative sample of 465 teachers of vocational agriculture in North Carolina. The person product-moment coefficient of correlation was used to determine the relation of factors to adoption level. Adoption stages were classified as -- (1) awareness, (2) interest, (3) evaluation, (4) trial, and (5) adoption. After 17 months, two-thirds of the teachers had reached the "evaluation" stage with half of these ready to begin the "trial" stage. An additional 17 percent had reached one of the top two adoption levels. The conclusion was that teachers had made remarkable progress in adopting a new concept. It was recommended that further implementation of supervised practice be encouraged by group discussions and pilot programs rather than mass media. (PS)

VT 000 054 ED

The Jackson County Schools Vocational Education Research Project.
A Supplement.

Jackson County Intermed. Educ. District, Medford, Oregon

65

EDRS Price MF-$0.18 HC-$2.88 72p.

*VOCATIONAL EDUCATION, AREA VOCATIONAL SCHOOLS, *HIGH SCHOOL STUDENTS, EMPLOYMENT OPPORTUNITIES, VOCATIONAL GUIDANCE, *VOCATIONAL INTERESTS, QUESTIONNAIRES,

Jackson County, Oregon

This is a summary of a research project conducted in Jackson County, Oregon to determine the present status of vocational education. Two hypotheses were tested -- (1) Jobs are available in the county for high school graduates who have completed vocational education programs, and (2) High school offerings in vocational education are adequate. Employment data were collected from the state department of employment. Data on equipment, facilities, and courses were collected from instructional staff in each school. A questionnaire was administered to 2,473 juniors and seniors in county schools. School counselors completed two questionnaires. The results of the labor skills survey showed that jobs are available for qualified workers and there will be more in five years. Curricular offerings are not in balance since major efforts are made on college preparatory programs. Present facilities are not adequate for an expanded program of vocational education. The counselors have too many advisers to effectively help them. Over two-thirds of the junior and senior students indicated an interest in a vocational center. The most effective approach to improving the preparation of students for job entry would be the development of a county wide plan of vocational education with the establishment of a County Vocational Education Center. (PA)

VT 000 067   ED 010 793

An Annotated Bibliography for Young and Adult Farmer Education.

Ellis, Willie T. * Craig, David G.

New York State Coll. of Agr., Ithaca. Agr. Educ. Div.

Oct 65

EDRS Price MF-$0.09 HC-$0.68   17p.

*YOUNG FARMER EDUCATION, *BIBLIOGRAPHY, *AGRICULTURAL EDUCATION, *ADULT FARMER EDUCATION,

Agricultural Education Magazine,

Articles from the "Agricultural Education Magazine" (July 1959-August 1965) are arranged by topics -- (1) Philosophy and Objectives, (2) Needs and Interests, (3) Organization and Programs, (4) Agricultural Mechanics, (5) Management, (6) Plant Science, (7) Methods and Materials, (8) Young Farmer Association, and (9) Evaluation. The bibliography was prepared for use by teachers, teacher educators, supervisors, and administrators. (EM)

VT 000 077 ED

Report of a National Vocational Education Seminar on the Administration of Research, May 24 to 27, 1965.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

May 65

EDRS Price MF-$0.18 HC-$4.28 107p.

*PROGRAM DEVELOPMENT, *VOCATIONAL EDUCATION, *EDUCATIONAL RESEARCH, EDUCATIONAL CHANGE, INNOVATION, *PROGRAM ADMINISTRATION, RESEARCH METHODOLOGY, RESEARCH PROBLEMS, ADOPTION (IDEAS), DIFFUSION (IDEAS),

This was one of four seminars conducted to improve the quality and quantity of research and development in vocational education. Objectives were to develop -- (1) a concept of the role and the essential conditions for research and development in state programs, (2) an understanding of a functional organizational structure for conducting a program of research and development, (3) competencies for administering such a program, (4) an understanding of the dynamics of planned change, (5) empathy and support for research and development in vocational education, and (6) to clarify key individual and organizational roles and relationships. Texts of presentations by the consultant staff are given -- (1) "The Role of Research and Development in Vocational Education," by Henry M. Brickell, (2) "A Philosophy of Relationships in State Research and Development," by Allen Lee, (3) "A Rationale for the Establishment of a Vocational Education Research Structure," by Herschel T. Lester, Jr., (4) "Occupational Education in Research -- The New York State Education Department's Structure," by Alan Robertson, (5) "Administrative Concerns in Assessing Development and Demonstration Projects," by David L. Clark, (6) "Procedures and Techniques for the Administration of Research," by Orville G. Bentley, Calvin J. Cotrell, Egon G. Guba, and Robert L. Burton, (7) "The Anatomy of a Funded Proposal," by Carl J. Schaefer, and (8) "Diffusing Educational Innovations," by Everett M. Rogers. (EM)

VT 000 078   ED

Report of a National Seminar of Agricultural Education, "Preparing Agricultural Technicians," July 20 to 24, 1964.

Ohio State Univ., National Center for Agr. Educ.

64

EDRS Price MF-$0.27 HC-$6.88   172p.

*AGRICULTURAL EDUCATION, EDUCATIONAL FACILITIES, EDUCATIONAL EQUIPMENT, SEMINARS, *INSTRUCTIONAL STAFF, FINANCIAL SUPPORT, BIBLIOGRAPHY, *TECHNICAL EDUCATION, *AGRICULTURAL TECHNICIANS,

Over 100 state and national leaders in agricultural education, vocational education, and technical education met to consider their responsibilities for providing leadership in the development and expansion of programs for preparing agricultural technicians. Major speeches are presented -- "The Problem - The Setting - The Plans for Preparing Agricultural Technicians," by Robert E. Taylor, "What is a Technician," by Byrl R. Shoemaker, "Agricultural Technician Training Possibilities and Responsibilities," by A. W. Tenney, "Guidelines for the Development of Training Programs for Agricultural Technicians," by Joe R. Clary, "The Labourers Are Few," by Wesley P. Smith, "Determining Needs for Agricultural Technicians," by Lloyd J. Phipps, "A Guide for Curriculum Development for Educating Agricultural Technicians," by G. Allen Sherman, "Education of Highly Skilled Agricultural Technicians," by Walter M. Arnold, "Student Services for Agricultural Technician Programs," by Neal D. Andrew, "Facilities and Equipment for Agricultural Technician Programs," by Norman H. Foote, "Agricultural Technician Programs and the Farm Equipment Industry," by Merritt D. Hill. Reports of panel discussions and task forces are given. (EM)

VT 000 086

Training Needs in Central Kentucky.

Leslie, John D. * Gates, Gary R.

Spindletop Research, Lexington, Ky.
B-121

31 Mar 66

EDRS Price MF-$ Not available 160p.

*OCCUPATIONAL SURVEYS, EMPLOYMENT OPPORTUNITIES, EDUCATIONAL NEEDS, *EDUCATIONAL FACILITIES, *CURRICULUM PLANNING, *CURRICULUM DEVELOPMENT, VOCATIONAL SCHOOLS, EMPLOYMENT TRENDS, ECONOMIC FACTORS, CLERICAL OCCUPATIONS, TECHNICAL OCCUPATIONS, SKILLED OCCUPATIONS,

Kentucky

The study was designed to provide -- (1) a forecast of the probable mix of industries and businesses and their employment outlook in 1970 and 1975, (2) a forecast of additional skilled, clerical, and technical workers required for 1965-70 and a prediction of increase in the level of employment by 1970, (3) the skill and knowledge requirement mix of these occupations, and (4) information about core courses, instructional facilities, and equipment. The economic growth analysis was based on existing data secured from primary and secondary sources. A proportional random sample of area employers and all high school students, guidance counselors, and principals within 20 counties, was surveyed for the remainder. These replies were used to determine employment, recruitment sources, and training courses related to forecasted openings. Weighting factors were used to scale data up to the study population level. Current employment was estimated at 76,277 while 5,183 to 14,529 new openings were estimated for 1970. Schools, other industries and internal promotions would be employee sources. General recommendations were made for school facilities and curriculum covering "occupational family" and "cafeteria style" offerings to meet the projected educational needs. (EM)

VT 000 096 ED

A Guide for Developing Occupational Programs in Home Economics Education.

Keller, F. Louise

South Carolina State Dep. of Educ., Columbia

66

EDRS Price MF-$0.09 HC-$1.00 25p.

*ADMINISTRATIVE POLICY, *HOME ECONOMICS COMPETENCIES, ADVISORY COMMITTEES, COOPERATIVE EDUCATION, PROGRAM GUIDES, HOMEMAKING EDUCATION, TEACHER QUALIFICATIONS, *OCCUPATIONAL HOME ECONOMICS, ADMINISTRATOR GUIDES, PROGRAM PLANNING, *PROGRAM DEVELOPMENT, ADULT VOCATIONAL EDUCATION, POSTSECONDARY EDUCATION, *EMPLOYMENT OPPORTUNITIES,

The Vocational Education Act of 1963, South Carolina,

This guide was prepared to help school administrators and home economics teachers plan and develop programs which prepare high school youth, post high school youth, and adults for employment in occupations utilizing home economics knowledge and skills. Categories of persons for whom programs can be developed under the Vocational Act of 1963 are given. There are suggestions of appropriate jobs for upper secondary students, youths studying at 13 and 14 grade levels, and out-of-school youth and adults. Responsibilities, possible plans of employment, and employment level are given for sample occupations. The following steps are recommended for planning and initiating a local program -- (1) Determine employment opportunities, (2) Appoint and work with an advisory committee, (3) Determine the availability of students who have interest, aptitude, and ability to profit from the programs, (4) Select program(s) to be offered, (5) Plan specific courses to be offered, and (6) Follow prescribed procedure for implementing plans. This latter step includes filling out an application form which is shown, and following policy guidelines outline. (MS)

VT 000 119

An Evaluation Study of the Jimma Agricultural Technical High School in Ethiopia.

Edington, Everett D. * Siegenthaler, Irvin E.

Oklahoma State Univ., Stillwater. Research Foundation

64

EDRS Price MF-$ Not available 23p.

*CURRICULUM EVALUATION, *PROGRAM EVALUATION, OCCUPATIONAL SURVEYS, ACADEMIC ACHIEVEMENT, COLLEGE STUDENTS, *AGRICULTURAL EDUCATION, STUDENT OPINION, HIGH SCHOOL GRADUATES, GRADE POINT AVERAGE, VOCATIONAL FOLLOWUP, VOCATIONAL HIGH SCHOOLS,

Jimma Agricultural Technical High School, Ethiopia

Major areas included in the evaluation of the effectiveness of instruction are (1) an evaluation of the phases of the school program by the graduates, (2) a rating of certain phases of the graduates' work by their supervisors, and (3) a study of the performance of the graduates in college. Information for the first phase was gathered through a combination of personal contacts and surveys returned from 242 graduates. The second phase consisted of interviews to gather supervisors' ratings of graduates who did not attend college. Twenty-six employers or supervisors rated 99 graduates on preemployment preparation. Inadequate preparation was found in farm shop, farm management, and soils. Entomology was the area of greatest weakness. In the third phase transcripts and records of graduates who attended the College of Agriculture, Haile Selassie I University were studied. University records showed 27 percent of all students were dismissed because of low grades. The number of Jimma graduates dismissed was slightly lower and considerably less than other high schools which offered agriculture. Jimma graduates account for 40.7 percent of the students admitted to the agriculture college and 50.4 percent of its graduates. Chemistry was the area with the most deficient grades. (EM)

VT 000 344

Vocational Education Today and Tomorrow. A Conference on Vocational Education, February 25-26, 1966.

Philadelphia School District, Pa.

66

EDRS Price MF-$ Not available 88p.

*VOCATIONAL EDUCATION, *CONFERENCES, SCHOOL COMMUNITY RELATIONSHIPS,

Philadelphia, Pennsylvania

While the problems and posture of vocational education were examined, the main hope was that guidelines and broad principles for the vocational education program of tomorrow would emerge. The conference was attended by 235 persons representing senior and technical high schools, school administrators, business and industry, labor, governmental agencies, universities and community organizations. The main feature of this 2-day conference was the address, "Vocational Education in the Decade Ahead," by Charles DeCarlo, Director of Automation Research, IBM Corporation. The remainder of the conference was comprised of panels, discussion groups, and a concluding summary address by Herman Niebuhr, Jr., Director, Center for Community Studies, Temple University. (SL)

VT 000 347

The Area Vocational School. A Summary Report. (Resident Instruction Series, no. 8).

Hughes, Loyd R.

New Mexico State Univ., Dep. of Agr. and Ext. Service

May66

EDRS Price MF-$ Not available 57p.

*AREA VOCATIONAL SCHOOLS, *EDUCATIONAL FINANCE, *FEDERAL LEGISLATION, STATE LEGISLATION, VOCATIONAL EDUCATION, COMMUNITY COLLEGES, JUNIOR COLLEGES, CURRICULUM, STUDENT ENROLLMENT, NATIONAL SURVEYS,

New Mexico, Albuquerque Technical Vocational Institute,

Northern New Mexico State School, New Mexico Junior College,

To develop some background information concerning area vocational schools and a general overview of these schools a survey was made in November 1965. Responses to letters requesting information were received from 45 states, Puerto Rico, and the District of Columbia. While only 35 states and Puerto Rico reported the existence of area vocational schools, others were using technical and/or vocational high schools, community colleges or junior colleges to provide vocational education. Data are reported in tables and a resume of each state's activities is given. An analysis of enrollment and curriculums for Northern New Mexico State School, Albuquerque Technical-Vocational Institute, and New Mexico Junior College is given. Federal legislation important to vocational education since 1917 is summarized. It was concluded that -- (1) Area vocational schools are but one way to provide vocational and technical education to persons needing specialized education, (2) Small rural schools have the weakest vocational programs, and (3) Cost sometimes eliminates a vocational curriculum from secondary schools. It was recommended that -- (1) Construction of area vocational schools should be jointly financed to serve students and adults on an area wide basis, and (2) If vocational programs must be financed and operated by a single school district, part-time night classes should be operated for more efficient use of available facilities. (EM)

VT 000 354 ED

Guidelines for the Development of Training Programs for Agricultural Technicians. A Research Report of a Graduate Study. Research Series in Agricultural Education.

Clary, Joseph R. * Woodin, Ralph J.

Ohio State Univ., Columbus. Dept. of Agr. Education

Jun 65

EDRS Price MF-$0.18 HC-$2.40 60p.

*AGRICULTURAL EDUCATION, TECHNICAL EDUCATION, *POSTSECONDARY EDUCATION, *AGRICULTURAL TECHNICIANS, *PROGRAM DEVELOPMENT, CURRICULUM PLANNING, PROGRAM EVALUATION, *GUIDELINES, STUDENT ENROLLMENT, VOCATIONAL GUIDANCE, INSTRUCTIONAL STAFF, SURVEYS, EDUCATIONAL FACILITIES, ACCREDITATION (INSTITUTIONS), ADMISSION CRITERIA, QUESTIONNAIRES,

The objectives of this study were to determine -- (1) the status and characteristics of agricultural technician training programs, (2) administrator's degree of emphasis on certain procedures for developing successful programs, and (3) tentative guidelines for use in planning and conducting programs. Of 44 institutions identified and contacted, 25 reported training programs, identified program characteristics, and reported the degree of emphasis given certain procedures. Guidelines for planning and conducting programs were synthesized and submitted to a jury of experts for refinement and evaluation. Further refinement resulted from the investigator's visit to a number of institutions. Guidelines, thus developed, which received a mean rating of 3.00 on a 4-point scale were included in the report and concern the following areas -- (1) objectives, (2) program type, (3) curriculum content, (4) student recruitment, (5) student selection, (6) counseling, (7) placement and follow-up, (8) residence facilities, (9) instructional staff, (10) facilities and equipment, (11) program acceptance, (12) evaluation, (13) accreditation and licensing, and (14) location. The 15 conclusions included -- (1) Most of the programs were in 4-year colleges, (2) Many programs were developing in other types of institutions, and (3) Most programs had small enrollments, but could be expected to grow. (JM)

VT 000 399

Institutional On-Farm Training Program, West Virginia, 1946-1963. Final Report.

Lowe, John M.

W. Va. State Dep of Educ, Charleston. Vocat Agr Service

63

EDRS Price MF-$ Not available 50p.

*AGRICULTURAL EDUCATION, *FARMERS, *VETERANS, *FEDERAL PROGRAMS,

Institutional On-Farm Training, West Virginia,

During World War II the 78th Congress made provision for an extensive program of education and training for veterans under the Service Men's Adjustment Act. Institutional On-Farm Training (IOF) was that part of the program designed to assist veterans who wanted to be farm operators. A history and final report of the program in West Virginia is presented from 1946 to 1963, 50 to 55 county boards of education in the state conducted IOF training programs through 100 approved schools. To conduct the programs, 504 coordinators and instructors were employed. A total of 9,355 veterans were enrolled in classes of which 5,443 satisfactorily completed the training. From May 1, 1947, the cost of operating the program was $4,512,919, exclusive of tuition costs, in 4 counties under the jurisdiction of the Pittsburgh regional office of the Veterans Administration. Additional data include courses of instruction offered, members of supervisory and clerical staff, titles of circulars prepared and released, summary of in-service workshops and conferences, graduate research problems and special topics on the IOF program, and farming status of veterans at the completion of their training. (PS)

VT 000 403 ED

Admission of High School Graduates of the Business Education Curriculum to Colleges and Universities.

Morneweck, Carl D.

Pennsylvania State Dept. of Public Instr, Harrisburg

Aug65

EDRS Price MF-$0.09 HC-$1.00 25p.

*ADMISSION CRITERIA, *COLLEGE ADMISSION, *HIGH SCHOOL GRADUATES, *BUSINESS EDUCATION, *COLLEGE ENTRANCE EXAMINATIONS,

Pennsylvania

A study was made of the admission requirements of the colleges and universities in Pennsylvania as they affected high school graduates who had completed the business education curriculum. Of the 85 colleges and universities which returned questionnaires, 41 admitted these graduates, 4 admitted them under limiting conditions, and 40 did not admit them. The information from the 85 institutions is listed and includes -- (1) specific subjects required in addition to the state requirements for high school graduation, (2) admission requirements for students taking the College Entrance Examination Board examination and the scores students should attain to be eligible for admission, (3) other examinations prospective students are required to take, and (4) the percentage of first-year students who come from each fifth of their high school graduating class. (PS)

VT 000 410   ED

Education and Training for the World of Work, A Vocational Education Program for the State of Michigan.

Smith, Harold T.

Upjohn (W.E.) Inst for Employment Res, Kalamazoo, Mich.

Jul63

EDRS Price MF-$0.27 HC-$6.56   164p.

SECONDARY EDUCATION, *POSTSECONDARY EDUCATION, ADULT EDUCATION, VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, FEDERAL LEGISLATION, SUPERVISION, FEDERAL AID, EDUCATIONAL FINANCE, COMMUNITY COLLEGES, *AREA VOCATIONAL SCHOOLS,

Michigan, Connecticut, New York, Pennsylvania, Florida, Ohio,

Kentucky, North Carolina, California, Illinois, Minnesota,

Recommendations are presented for developing a mature system of vocational and technical education in Michigan. The needs of education are presented. Secondary institutions, postsecondary programs, financing, state supervision, teachers, research, and counseling are discussed. The hub of the vocational education system of tomorrow will be the comprehensive area postsecondary and adult education institution which should be in every community in the state. When an area is not able to support a postsecondary institution, a cooperative area vocational facility or education center should be established within a commuting area as an embryo postsecondary and adult education institution. Reports on what is being done or considered in vocational education are given for selected areas -- Connecticut, New York, Pennsylvania, Florida, Kentucky, North Carolina, California, Illinois, Michigan, Minnesota, and Ohio. Included in the appendix is "Example of a Basic Classroom Unit Foundation Formula for Determining State Support of Elementary and Secondary Education in a Hypothetical State" by Stanley E. Hecker. (SL)

VT 000 421   ED

Post High School Distributive Education in Bucks County, Pennsylvania. A Feasibility Study.

Temple Univ., Philadelphia. Educational Service Bur.

Jan66

EDRS Price MF-$0.27 HC-$5.56   139p.

*POSTSECONDARY EDUCATION, *DISTRIBUTIVE EDUCATION, OCCUPATIONAL INFORMATION, *EMPLOYMENT TRENDS, *POPULATION TRENDS, HIGH SCHOOL GRADUATES, VOCATIONAL FOLLOWUP, HIGH SCHOOL STUDENTS, EMPLOYER OPINION, *EDUCATIONAL SURVEYS, QUESTIONNAIRES, VOCATIONAL INTERESTS, EMPLOYMENT OPPORTUNITIES, EDUCATIONAL PROGRAMS, CURRICULUM,

Bucks County, Pennsylvania,

The objective of the study was to provide a descriptive base for the development of post-high school programs in distributive education. Basic data were procured from interviews with selected government officials, educators and owners and managers of businesses deemed best qualified to provide the desired information. The report includes -- (1) background information, objectives and procedures used in the study, (2) the present status of distributive education in Bucks County, (3) a summary of typical post-high school distributive education programs in the United States, (4) a projection of employment in selected distributive trades in selected areas, (4) results of surveys of vocational interest, opportunities and job requirements in Bucks County, and (6) conclusions and proposed programs in post-high school distributive education for Bucks County Technical School. The content of the 42 tables ranges from "Distributive Education Curricula in Selected Institutions" to "Interest in Local Program to Train Present Employees." Projection 1 depicts changes in resident population, labor force, and employment in distributive trades for Bucks County, 1960-70. A second projection is given for 1970 employment for distributive education in a 5-county area by location of establishment. Appendixes include questionnaire forms, introductory letters, and store organization chart. (SL)

VT 000 448

Vocational and Technical Education in Virginia, Present and Future Needs. Report to the Governor and the General Assembly of Virginia.

Slaughter, D. French Jr. * and others

Virginia Commission on Vocational Educ., Richmond

63

EDRS Price MF-$ Not available 38p.

*VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, *POSTSECONDARY EDUCATION, *SECONDARY SCHOOLS, EMPLOYMENT TRENDS, EDUCATIONAL NEEDS, JOB TRAINING,

Virginia,

The purpose of this survey was to study vocational and technical education in publicly-supported schools and at the post-high school level and to make recommendations. Questionnaires were sent to all division superintendents of schools and to the directors and principals of technical institutes, area vocational schools and technical schools. Inspection tours were conducted in various educational centers. A public hearing, conferences, consultations, and meetings were held to consider the information acquired. Conclusions were -- (1) A concentration of general education in the early years of high school and a wider variety of vocational offerings in the last two or three years is desirable. (2) A strengthened counseling program is needed to guide students into rewarding careers. (3) A major effort is necessary to expand vocational-technical opportunities and to upgrade present programs. and (4) A state-administered program of vocational and technical training on the post-high school level is the most feasible approach to expansion and upgrading in this field. Recommendations were -- (1) A State Board of Technical Education should be created to develop and administer the new area vocational and technical schools. and (2) A study should be made of a system of community colleges with particular emphasis on such problems as accreditation, transfer of credits and financial savings. (SL)

VT 000 523 ED

A Study of Vocational Agriculture in the Schools of the Phoenix Union High School System.

Arizona Occupational Res. Coordinating Unit, Phoenix

Northern Arizona Univ., Flagstaff

Arizona State Employment Service, Phoenix

Jul66

EDRS Price MF-$0.18 HC-$3.48 87p.

VOCATIONAL FOLLOWUP, *EMPLOYMENT OPPORTUNITIES, *ENROLLMENT INFLUENCES, *EDUCATIONAL OBJECTIVES, SLOW LEARNERS, STUDENT CHARACTERISTICS, *PROGRAM EVALUATION, *VOCATIONAL AGRICULTURE, HIGH SCHOOL GRADUATES, EDUCATIONAL NEEDS, OCCUPATIONAL SURVEYS, HIGH SCHOOL STUDENTS, VOCATIONAL INTERESTS,

Phoenix Union High School District, Arizona,

The objectives of the study were to -- (1) determine the effectiveness of vocational agriculture in the Phoenix schools, (2) identify occupational opportunities in agriculture, (3) identify enrollee characteristics, (4) recommend vocational agriculture objectives and content, (5) determine enrollment motives, and (6) check the status of slow learners in the program. Methods of study included a followup of 55 former enrollees, an occupational opportunity survey, an examination of student records for former enrollees and a 5 percent sample of current enrollees in 9 high schools to compare 36 family and student characteristics, and a vocational interests survey of 80 students in the program. Although the program was not placing many in agriculture and the attrition was high, it was effective in fostering educational and occupational aspiration in students. Agricultural employment opportunities were declining. Few slow learners were in the program and they did better in vocational agriculture than in other subjects. Student interest in vocational agriculture was limited. It was recommended that -- (1) more productive student selection techniques be instituted, (2) counselors be better informed about the program, (3) more publicity be given to the earnings of students in connection with their projects, (4) employment potential be studied, (5) the program be tailored to needs, and (6) opportunities for cooperation with other vocational programs be studied. (JM)

VT 000 646 ED 011 032

Organizing to Provide Agricultural Education for Off-Farm Occupations. (Outline From Which Transparencies for Overhead Projection May be Made).

Hamlin, Herbert M.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$0.88 22p.

*OFF FARM AGRICULTURAL OCCUPATIONS, *PROGRAM DEVELOPMENT, *TRANSPARENCIES, *VOCATIONAL AGRICULTURE, *AREA VOCATIONAL SCHOOLS,

These materials were prepared for state vocational leaders, teachers, administrators, and coordinators to use in promoting educational programs for off-farm agricultural occupations. The large type style and format allows the user to make presentations by using an opaque projector, overhead projector, or multiple copies. Transparencies and spirit duplicator masters may be made directly from the pages of the document. Presentations include definitions, the scope and complexity of the program, differences, needs, favoring factors, shared responsibility, state action, area school role, division of responsibility, recruitment aids, placement, state level responsibility, coordination, policy development, administrative decisions, and hazards. The materials were originally presented by Dr. H. M. Hamlin at the National Conference on Off-Farm Agricultural Occupations sponsored by The Center in May 1965. (JM)

VT 000 647 ED 011 033

Policy and Administrative Decisions Needed When Introducing Vocational and Technical Education in Agriculture for Off-Farm Occupations for Boards and Administrators of Local Schools, Area Schools, and Colleges.

Hamlin, Herbert M.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$1.60 40p.

*VOCATIONAL AGRICULTURE, *OFF FARM AGRICULTURAL OCCUPATIONS, PUBLIC RELATIONS, *PROGRAM ADMINISTRATION, ADVISORY COMMITTEES, *POLICY FORMATION, ORIENTATION MATERIALS, PROGRAM DEVELOPMENT,

The success of programs for preparing students for entry into off-farm agriculture depends upon fundamental policy and administrative decisions. The major objective of this document is to help governing boards and administrators think through the elements of establishing sound programs. It explains that -- (1) Off-farm occupational programs are only partially explored, (2) New programs must be part of a total program, (3) The clientele is large, (4) Policies should be developed first, (5) Every precaution should be taken, (6) Board support is indispensable, (7) Several administrative levels are involved, and (8) Consulting committees are valuable. Included are discussions on policy decisions, administrative decisions, adapting programs to high schools, using consulting committees, and publicity and promotion. A list of references is included. (JM)

VT 000 648 ED 011 034

Vocational and Technical Education in Agriculture for Off-Farm Occupations for Counselors, Teachers, Board Members, and Administrators at all Levels.

Hamlin, Herbert M.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$2.32 58p.

*ORIENTATION MATERIALS, BOARDS OF EDUCATION, ADMINISTRATIVE PERSONNEL, TEACHERS, COUNSELORS, *OFF FARM AGRICULTURAL OCCUPATIONS, *DEVELOPMENTAL PROGRAMS, *PROGRAM DEVELOPMENT, *AGRICULTURAL EDUCATION,

Modesto, California, Winston Salem, North Carolina, Paducah,

Kentucky, Alexandria, Minnesota, West Nyack, New York,

The major objective of this publication is to orient board members, administrators, teachers, counselors, and laymen to the emerging concept of programs for off-farm agricultural occupations as part of a comprehensive program of vocational education in agriculture. It explains that a program is developing, the need is established, clustering of occupations makes training feasible, state planning and operation of pilot programs is imperative, the principal burden will fall upon area schools, efforts must be coordinated, and other areas of the comprehensive program in agricultural education should not be slighted. Topics covered are the need for a program of education in off-farm occupations, anticipated benefits, distribution of responsibility, the significance of area schools, cooperation with employers and organized labor, involvement of other educators, staffing, funding, facilities, student selection and placement, part-time students, basic educational deficiencies, program planning, related work experience, evaluation, advisory committees, and policy development. Five examples of developing programs are cited. (JM)

VT 001 260 ED

Problems of Implementing Agricultural Occupations Programs in Twenty-Eight Selected Vocational Agriculture Departments. (Research Bulletin, no. 8).

Dupy, Cleo A. * Hull, William L.

Vocat. Research Coordinating Unit, Stillwater, Okla.

Oklahoma State Univ., Stillwater. Dep. of Agr. Educ.

Oct66

EDRS Price MF-$0.09 HC-$1.04 26p.

*OFF FARM AGRICULTURAL OCCUPATIONS, EDUCATIONAL RESEARCH, *PROBLEMS, *COOPERATIVE EDUCATION, *PROGRAM DEVELOPMENT, *VOCATIONAL AGRICULTURE, INSERVICE TEACHER EDUCATION,

Oklahoma

Migration from rural to urban areas and the shift in legislative emphasis from farming to off-farm agricultural occupations prompted the operation of a summer inservice teacher education institute on off-farm agricultural occupations for 30 vocational agriculture teachers. The identification of problem areas during the institute resulted in this study to -- (1) compare schools which offered separate occupations classes with those that integrated the occupational experience students into traditional classes, and (2) identify difficulties in securing student training stations and administrative approval. Data were collected by using structured interview schedules with 28 of the 30 teachers who attended the institute. Teachers ranked problems in the following order -- (1) securing training stations, (2) securing students, and (3) securing administrative approval. Teacher initiative was the most important factor in securing training stations. Other school activities interfered most in securing students. The greatest problem in securing administrative approval was in arranging school schedules so that students could participate in the program. Multiple teacher departments with larger enrollments placed more students in training stations. (JM)

VT 001 429

Leadership for Vocational Education in California, Theory and
Practice of Program Development. Report of the State Conference,
Playa Del Rey, California, May 10-11, 1966.

California Univ., Los Angeles. Div. of Vocat. Educ.

Calif. State Dept of Educ., Sacramento. Voc Educ Serv.

66

EDRS Price MF-$ Not available 107p.

*VOCATIONAL EDUCATION, *PROGRAM DEVELOPMENT, *EVALUATION,
*CONFERENCES,

California

The 1965-66 inservice program for California vocational educators began in October 1965 and concluded with this conference. The following conference activities are included -- (1) a speech, "Leadership for Vocational Education in California," by Wesley P. Smith, (2) a case study, "The Vocational Education Programs at Golden Bear, California," by J. Lyman Goldsmith, with evaluation reports by five work groups, (3) a speech, "The Process of Assessment," by Richard S. Nelson, (4) reports from 12 groups which used the "listening team technique" to respond to Nelson's speech, (5) brief reports offering solutions to leadership from 17 jury groups, and (6) a report on the question and answer period. The conference agenda and a list of participants are included. (SL)

CURRICULUM
SECTION

VT 000 357

Preparing Students for Non-Farm Agricultural Occupations. Report of the Workshop, Program Planning, Agricultural Education 799B, Held at The Ohio State University, Columbus, Ohio, June 22 through July 10, 1964.

Wolf, Willard H., Ed.

Ohio State Univ., Columbus. Dep. of Agr. Education

Ohio State Dep of Educ, Columbus. Vocat Agr Science

64

EDRS Price MF-$ Not available 131p.

*COURSE OUTLINES, *OFF FARM AGRICULTURAL OCCUPATIONS, *VOCATIONAL AGRICULTURE, EDUCATIONAL NEEDS, PILOT PROJECTS, JOB PLACEMENT, *PROGRAM DEVELOPMENT, PROGRAM EVALUATION, EMPLOYMENT OPPORTUNITIES, COOPERATIVE EDUCATION,

Ohio,

A 3-week workshop was held to explore the training needs of persons who will be employed in off-farm agricultural occupations and to develop programs for educating students for these occupations. Each of the 12 participating teachers was currently conducting a pilot program. Committee reports are given for the following topics -- (1) Determining the Needs for Preparing Students for Non-Farm Agricultural Occupations, (2) Pre-training and Related Classroom Instruction for a Course in Non-Farm Agricultural Occupations in Vocational Agriculture, (3) Developing Individual Training Programs, (4) Providing Cooperative On-Job Experience, (5) Facilitating the Program, (6) Placement of Graduates in Non-Farm Agricultural Occupations, and (7) Evaluation of the Program with Emphasis on Non-Farm Agricultural Occupations. The appendix contains the workshop program schedule and a list of the resource persons utilized. (SL)

VT 001 154

Parent and Family Life Education for Low-Income Families, A Guide for Leaders. (Publication, no. 434, U.S. Government Printing Office, Washington, D.C.).

Shoemaker, Louise Proehl

Children's Bureau, Washington, D.C.

65

EDRS Price MF-$ Not available 77p.

*LOW INCOME GROUPS, *PARENT EDUCATION, *DISADVANTAGED YOUTH, *PROGRAM DEVELOPMENT, *FAMILY LIFE, LEADERSHIP, DISADVANTAGED GROUPS, ECONOMIC DISADVANTAGEMENT, LEADERS GUIDES, SOCIAL SERVICES, SOCIAL AGENCIES, PROGRAM EVALUATION,

Practitioners representing a wide range of professional disciplines and experience in direct work with low income families met with the Sub-Committee on Parent and Family Life Education of the Inter-Departmental Committee on Children and Youth to pool knowledge and ideas, increase communication among family life professions and produce some guides for leaders who work with low income families. Basic principles for working with low income families involve helping, teaching, stimulating, and motivating, and include -- (1) Accept them, (2) Help them recognize their need for advice, (3) Help them to deal with one part of their problem at a time, (4) Recognize and work with family strengths, (5) Expect results, (6) Help them make decisions, (7) Help them recognize their own progress, (8) Deal with real, specific problems, (9) Set realistic goals, (10) Use appropriate methods and content, (11) Learn to communicate effectively, (12) Develop positive use of authority, (13) Continue working with the same people, and (14) Recognize the limitations of family life education. Other chapters cover how to reach low income families, how to develop program content and methods, staff development and leadership training, research, and needed cooperative efforts. A bibliography is included. (MS)

EMPLOYMENT
AND OCCUPATIONS
SECTION

VT 000 001 ED 010 786

The Present Occupational Status of Oklahoma High School Vocational Agriculture Graduates Over the Past Five Year Period From 1959 to 1963. (Research Bulletin, no. 5.)

Edington, Everett D. * Hill, Ronald E.

Oklahoma State Board for Vocat. Education, Stillwater

Oklahoma State Univ., Stillwater. Dept. of Agr. Educ.

Jun64

EDRS Price MF-$0.09 HC-$1.40 35p.

*OFF FARM AGRICULTURAL OCCUPATIONS, *VOCATIONAL FOLLOWUP, *FARM OCCUPATIONS, COLLEGE ATTENDANCE, *HIGH SCHOOL GRADUATES, *VOCATIONAL AGRICULTURE,

Oklahoma,

Over a 5-year period, 4,631 vocational agriculture graduates from 127 of Oklahoma's 383 high schools with a program in this area were studied to determine the extent to which they were taking up farming as an occupation or were entering the rapidly expanding field of "agribusiness," and to what extent these graduates were using this vocational agriculture training. The number of graduates in 1959 was 893, compared with 950 in 1963. It was found that 18.16 percent of all the graduates were farming, 10.90 percent were in off-farm agricultural occupations, and 12.19 percent were enrolled in agricultural colleges. As graduates became older, a larger number were found in off-farm agricultural occupations. The higher the Future Farmers of America degree achieved, the greater chance of the graduate entering farming as well as a post-high school educational institution, remaining a state resident, and being employed. The present program appears to be meeting the needs of both the 29 percent who are either farming or are enrolled in off-farm occupations and the 12 percent enrolled in agricultural colleges, but not the larger group of students. (EL)

VT 000 004

Technical Education Needs of Persons Engaged in Agricultural Occupations. A Preliminary Report of the Pennsylvania Study of Agricultural Occupations. (Research Series, vol. 6, no. 1).

Hoover, Norman K. * and others

Pa. State Univ., University Park. Dep. of Agr. Educ.

65

EDRS Price MF-$ Not available 35p.

*OCCUPATIONAL SURVEYS, *AGRICULTURAL EDUCATION, *EMPLOYMENT OPPORTUNITIES, EMPLOYMENT LEVEL, *AGRICULTURAL OCCUPATIONS, *OCCUPATIONAL CLUSTERS,

Pennsylvania,

The objectives of the study of 17 selected Pennsylvania counties were to -- (1) identify agricultural occupations and job titles and estimate the present numbers of employees and annual entry opportunities, (2) list competencies needed for entry and advancement and determine job characteristics, and (3) group occupations and job titles for which there are common technical education needs. Teachers and supervisors of vocational agriculture interviewed random samples of businesses which were categorized into eight occupational families. Sample size ranged from 25 to 100 percent of the businesses in eight areas -- (1) farm machinery sales and service, (2) farm supplies and equipment, (3) livestock and poultry industries, (4) crops, (5) forestry and soil conservation, (6) ornamental horticulture, (7) farm service, and (8) agricultural service. Tables of present employment status and occupational opportunities are presented. Analysis and interpretation of data would be made later. (RW)

VT 000 008

The Role of Distributive Education. Developing Future Leaders for Marketing and Distribution.

Wyoming State Dept. of Education, Cheyenne

66

EDRS Price MF-$ Not available 19p.

*DISTRIBUTIVE EDUCATION, TEENAGERS, *OCCUPATIONS, *EMPLOYMENT STATISTICS, *EMPLOYMENT TRENDS, SEX (CHARACTERISTICS),

Wyoming

Tabular data are given for estimated Wyoming teenage (14-19 years, male, female) non-farm employment in 1964 and a projection for 1970. The charts present more than 150 job titles in manufacturing, non-manufacturing, trade, etc. Total estimated employment in Wyoming for teenagers in 1964 was 5,980 males, 3,620 females. Projected employment for 1970 was 7,595 males and 4,405 females. By 1970, 87,000,000 people in the U.S. will be working full-time. Fifty-eight million now at work will still be employed. Between 1960 and 1970, 26,000,000 young workers will start work. Approximately 3,000,000 women will switch from housework to jobs between 1960 and 1970. Their aptitudes, skills, and education must match the needs of a changing economy. Information on distributive education includes a definition, types of programs, objectives, need for, career objective, and the nature of career development. (PS)

VT 000 011   ED 010 789

Identification of Off-Farm Agricultural Occupations, Present and Projected Employment. A Preliminary Report of the Delaware Study Of Agricultural Occupations Other Than Farming. (Agricultural Education Publication, no. 3.)

Barwick, Ralph P.

Delaware Univ., Newark. Dept. of Agr. Education

Mar65

EDRS Price MF-$0.09 HC-$1.56   39p.

*OCCUPATIONAL CLUSTERS, *OFF FARM AGRICULTURAL OCCUPATIONS, EMPLOYMENT OPPORTUNITIES, AGRICULTURAL SKILLS, EMPLOYMENT STATISTICS, *OCCUPATIONAL SURVEYS, *EMPLOYMENT TRENDS, STATISTICAL DATA,

Delaware

The objectives were to -- (1) identify present and emerging agricultural occupations other than farming for which vocational agricultural education is needed and (2) determine the number of persons employed presently and needed in the future. From a list of businesses in the state, those in which employees would find a knowledge of agriculture useful or necessary were selected and stratified into 55 occupational sub-families according to the type of business and geographical subdivision, then into 8 occupational families. The disproportionate random sample method was used in drawing the sample. The data were obtained by having a teacher educator or one of 3 assistants interview a responsible person representing each of 267 of the 2,053 businesses employing 32,776 persons. It was estimated that 5,050 persons were employed who would find the knowledge of agriculture useful or necessary in their occupation, and that 2,154 additional and replacement employees would need to be hired during the next 5 years. Tables explain the needs or lack of needs of various occupational families. Of the 5,050 persons needing agricultural competencies, 2,610 or 51.7 percent were employed at professional, managerial, and supervisory levels of employment. To meet employment needs, each of Delaware's 16 high schools with departments of vocational agriculture would need to have 34 graduates each year. (PA)

VT 000 019

A Survey of Occupations in Agricultural Businesses and Services of Six Northern Michigan Counties.

Meaders, O. Donald

Sep 65

EDRS Price MF-$ Not available 33p.

*OFF FARM AGRICULTURAL OCCUPATIONS, *OCCUPATIONAL SURVEYS, PART TIME JOBS, EMPLOYMENT STATISTICS, QUESTIONNAIRES, OCCUPATIONS, *EMPLOYMENT OPPORTUNITIES,

Michigan

A total of 99 agricultural businesses and services were interviewed in Antrim, Charlevoix, Cheboygan, Emmet, Otsego, and Presque Isle counties. The objectives were -- (1) to identify present and emerging agricultural occupations for which vocational and technical education in agriculture should be available, (2) to determine present and anticipated numbers of employees in these occupations, and (3) to estimate the annual entry opportunities in these occupations. Businesses classified as "Recreation and Conservation" were the largest employers. There were 1,281 part-time and 1,099 full-time employees reported. Businesses in which there were large numbers of part-time employees were nursery and tree farms, greenhouse and floral shops, food processing, and recreation and conservation. The functions most frequently reported were retailing and service. It was estimated that more than 100 businesses and services were oriented to some extent to the supply of goods and services for agriculture. They employed more than 2,500 persons and provided annual entry opportunities for more than 400 persons. More attention should be given by schools and other educational services to preparing new workers and upgrading or retraining present workers in the fields of agricultural machinery, farm supply and service, horticultural businesses and services, farm and forest products marketing and processing, recreation, and conservation. (PS)

VT 000 020

Occupational Trends in Health Care Industries, King County, 1965-1970.

Washington Dept. of Employment Security, Seattle

Washington State Board for Vocat. Education, Olympia

Dec 65

EDRS Price MF-$ Not available 123p.

*OCCUPATIONAL SURVEYS, *HEALTH OCCUPATIONS, QUESTIONNAIRES, YOUTH, SALARIES, HANDICAPPED, *EMPLOYMENT TRENDS, EMPLOYMENT STATISTICS, EMPLOYMENT PROJECTIONS, PART TIME JOBS, OCCUPATIONAL INFORMATION, EMPLOYMENT OPPORTUNITIES, SEX (CHARACTERISTICS),

King County, Washington

A pilot study of manpower problems in medical industries was conducted to test a procedure for analyzing occupational shortages and training requirements on a continuing basis. Personal interviews were made in 94 firms employing 8,000 workers. The 327 occupations identified in the survey included nursing care, medical technicians, X-ray technicians, cooking occupations, waitresses, housekeepers, porters, bookkeeping occupations, secretaries, office clerical workers, food service workers, etc. Job descriptions, estimated employment for 1964, employment forecasts for 1965, salary range, etc. are given for significant occupations. Based on the survey sample, the total employment was estimated to be 19,307 in 1964. Because of replacement and expansion, 3,567 additional workers would be hired by January 1965, and 16,207 by 1970. The highest number of additional jobs would occur in hospitals, and the next in convalescent centers and rest homes. Twenty-six of the occupations would account for 80 percent of the new jobs available within the next five years. Almost half of these new jobs would occur in the nursing field. The next highest growth rate would be in clerical occupations and in institutional housekeeping. The highest number of current job opportunities were for part-time dental hygienists. According to the U.S. Department of Labor, health services is second only to the Federal Government in the number of people it employs. (PS)

VT 000 037 ED

Vocational Competencies Needed for Employment in the Feed Industry. A Report of Research Supported by the Michigan State All-University Research Fund, 1963-64. Educational Research Series, no. 22.

Clark, Raymond M.

Michigan State Univ, East Lansing. Bur of Educ Res Serv.

Jan 65

EDRS Price MF-$0.27 HC-$5.88 147p.

*AGRICULTURAL SKILLS, AGRICULTURAL EDUCATION, *OFF FARM AGRICULTURAL OCCUPATIONS, *EMPLOYMENT QUALIFICATIONS, *FEED INDUSTRY, *INSTRUCTIONAL PROGRAMS,

Michigan

A pilot program conducted at Pigeon, Michigan in 1962-64 indicated a serious lack of materials for providing an integrated instructional program for training prospective workers for non-farm industries and businesses. The feed industry was chosen for a project which would -- (1) analyze the functions performed in the industry, (2) determine the competencies needed by workers at some level, (3) break these down into understandings, skills, and abilities which could be used by educators in developing training programs, and (4) group these into instructional units. Educators isolated functions, tentative competencies, and representatives of more than 75 of the livestock feed industry in Michigan validated and rated the importance of the competencies. It was concluded that this approach of analyzing a total industry was a productive one, and the data could provide the basis for training programs for students of different levels. Tables show (1) ratings of competencies under each function by representatives of the feed industry, (2) teacher response to adequacy of suggested understandings, skills, and abilities for development of the competencies, (3) competencies identified as important for effective job performance by workers in the feed industry, and (4) outlines of instructional units which may be used to develop the competencies. (EM)

VT 000 038

A Survey of Non-Farm Agricultural Occupations in Monroe County, Michigan. A Report on the First Phase of a Comprehensive Study of Agricultural Occupations in Monroe County, Michigan.

Nevel, F. Paul * Malcomnson, John L.

Feb 65

EDRS Price MF-$ Not available 21p.

*OCCUPATIONAL SURVEYS, *OFF FARM AGRICULTURAL OCCUPATIONS,

Monroe County, Michigan

The specific objectives of the first phase of a two-phase study were to -- (1) identify firms which employ persons needing competencies in agriculture, (2) determine the number of persons by job titles who are employed by these firms, and (3) identify the major functions of the firms. The survey area was Monroe County, Michigan and the interviews were conducted by vocational agriculture teachers and the county extension agent. Of 102 firms studied, 16 types of businesses were identified which had at least 25 percent of their business oriented toward agriculture. A total of 736 persons was employed, of which 446 worked on a full-time basis. (JM)

VT 000 041 ED

Educational Needs of Beginning Dairy Farm Operators in New York, 1963. (Bulletin, no. 1008).

Hill, C. W. * and others

New York Agricultural Experiment Station, Ithaca

Jan 66

EDRS Price MF-$0.09 HC-$1.52 38p.

OCCUPATIONAL SURVEYS, *AGRICULTURAL EDUCATION, *EDUCATIONAL NEEDS, *DAIRYMEN, ADOPTION (IDEAS), INDIVIDUAL CHARACTERISTICS, COMMUNITY INVOLVEMENT,

New York,

From a list of 2,260 beginning dairy operators the stratified random cluster method was used to select approximately 10 percent which represented 13 agricultural regions of New York. This sample of 223 operators was interviewed to -- (1) determine their personal characteristics, (2) ascertain their achievement level with respect to selected farm business factors, (3) determine their level of participation in educational activities and farm organizations, (4) determine the establishment pattern they used to attain their present status, (5) determine needed modifications in agricultural procedures, (6) determine the extent to which they adopted selected practices, and (7) identify problems they needed assistance with and determine their relative importance. Data indicated -- (1) They had an average of 12.4 years of education, (2) They ranked better than the average commercial dairyman in business size, production, and labor efficiency, but there were great variations among respondents, (3) Many read trade literature, sought assistance from many sources, and belonged to farm organizations, (4) They preferred learning activities in which they could participate, (5) The most important agricultural occupation before ownership or partnership was farm laborer, (6) They needed assistance with many problems, (7) They had not adopted a number of approved practices, and (8) The most important problems identified were in farm management. (EM)

VT 000 044 ED

A Study of Off-Farm Agricultural Occupations in New York State.

Cushman, Harold R. * and others

New York State Coll. of Agr., Ithaca. Rural Educ. Dept.

Jan 65

EDRS Price MF-$0.18 HC-$4.16 104p.

*AGRICULTURAL EDUCATION, *OFF FARM AGRICULTURAL OCCUPATIONS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT TRENDS, *OCCUPATIONAL CLUSTERS, *EDUCATIONAL NEEDS, OCCUPATIONS, *OCCUPATIONAL SURVEYS, AGRICULTURAL SKILLS, PART TIME JOBS, QUESTIONNAIRES, EMPLOYMENT QUALIFICATIONS,

New York, Adirondack Area

The study attempted to determine -- (1) what the off-farm agricultural occupations were, (2) the proportion of time devoted to use of agricultural competencies in these occupations, (3) the number of persons employed in such occupations, (4) the levels of employment in which occupations are found, (5) the outlook for employment opportunities in these jobs, (6) the agricultural competencies needed by the workers, and (7) the educational requirements for such occupations. A stratified-random sample of the population included 16 of the 260 school districts in New York State offering instruction in agriculture during the school year 1963-64 and 2 selected school districts out of several located in the Adirondack area. A total of 541 businesses or services in the 16 school districts and 53 businesses in the Adirondack area were interviewed. Some conclusions were -- (1) Off-farm agricultural occupations were concentrated most heavily in service and retail sales, (2) An estimated 28,685 full-time and 16,841 part-time workers were employed in off-farm agricultural occupations in the 260 school districts, (3) Employers' estimates indicated a growth rate of 19 percent for full-time workers and 13 percent for part-time workers between 1964 and 1969, and (4) A high school education was sufficient for full-time workers in the vast majority of occupations. Recommendations for further research are included. (PS)

VT 000 045 ED

A Study of Employment Opportunities and Training Needs in Off-Farm Agricultural Occupations in Oklahoma.

Stevenson, William W.

Oklahoma State Board for Vocat. Education, Stillwater

Oklahoma State Univ., Stillwater

Dec 65

EDRS Price MF-$0.18 HC-$3.96 99p.

*OCCUPATIONAL SURVEYS, *OFF FARM AGRICULTURAL OCCUPATIONS, EMPLOYMENT STATISTICS, *EMPLOYMENT OPPORTUNITIES, *EDUCATIONAL NEEDS, *VOCATIONAL AGRICULTURE, AGRICULTURAL SKILLS, EMPLOYMENT QUALIFICATIONS, RESIDENCE REQUIREMENTS, SALARIES, EMPLOYMENT TRENDS,

Oklahoma

The purpose of the study was to identify present and emerging off-farm agricultural occupations, the number of employees, turnover and job opportunities, need for agricultural competencies, beginning and maximum salaries, age for job entry education, etc. There were 1,879 major businesses considered to be agriculturally-related and 719 of these were interviewed. The sample percentage varied from 40 percent to 66 percent depending on the number of businesses and the variation of the business activities. Two interview forms were used. Data indicated that -- (1) 38 percent of the workers in off-farm agricultural businesses needed agricultural competencies, (2) The greatest number of employees was from the skilled and semi-skilled levels, (3) The number of agriculturally competent workers was expected to increase 34 percent by 1969, (4) The greatest increase in number of employees was expected in ornamental horticulture, agricultural machinery, and agricultural supplies businesses, (5) 50 percent of the employees needed education beyond high school, (6) The need for professional college trained people was estimated to be about 400 per year, and (7) In 82 percent of the cases, managers preferred employees with a farm or rural background. (PA)

VT 000 059

University-Fertilizer Industry Relationships. A Study of Communications Between the Division of Agricultural Sciences of the University of California and Representatives of the Fertilizer Industry.

Thompson, O. E. * Lawson, W. M.

California Univ., Davis. Agr. Extension Service

California Univ., Davis. Dept. of Agr. Education

62

Document not available from EDRS 58p.

DIFFUSION (IDEAS), *AGRICULTURAL EXTENSION SERVICE, *FERTILIZER COMPANY EMPLOYEES, *FARMERS, COUNTY EXTENSION AGENTS,

California

Fertilizer dealers have direct contact and are influential in farmer decisions on fertilizer use. Their information on the effective use of fertilizers comes from the universities who have to determine the best means of getting information to the farmer. A study showed that farmers depend on the fertilizer representatives for this information. A 10-page questionnaire was mailed to each of the 2,300 licensed fertilizer salesmen in order to determine -- (1) their personal characteristics, (2) the use they made of personnel and services of the Extension Service, (3) their sources of technical information, (4) the adequacy of present sources of technical information, (5) subject matter areas where additional information was needed, (6) attitudes toward improving their subject matter competency, and (7) the best means of presenting subject matter to them. Usable returns came from 706 respondents. It was concluded that meetings and schools were the best means of transmitting up-to-date technical information to fertilizer representatives. Newsletters sponsored by various agencies were well received. The primary subject-matter need was for research on soil fertility and plant nutrition. Employers with one to four years of service used farm advisors less than employers with longer service. Most of the men were over 30 but under 50 years old. Over half had less than 10 years experience in fertilizer sales. Most of the 71 percent had attended agricultural schools. (PA)

VT 000 343

Connecticut's Need for Technicians, 1963-1973.

Righthand, Herbert

Conn State Dept of Educ, Hartford. Div of Vocat Educ.

Nov 64

EDRS Price MF-$ Not available 40p.

*OCCUPATIONAL SURVEYS, *ENGINEERING TECHNICIANS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT TRENDS, GRADUATES, TECHNICAL INSTITUTES,

Connecticut, Connecticut State Technical Institute

Between January 1964 and June 1964, survey data were obtained to -- (1) determine the need for engineering technicians for the next 10 years, (2) ascertain how well Connecticut State Technical Institute facilities can meet these needs, and (3) ascertain employment opportunities for women in the technician field. This survey was limited to manufacturing and research firms except for information concerning civil engineering technicians. Information is not included for technicians who do not need a 2-year post-secondary preparation or who need a bachelor's degree. The 366 companies surveyed reported that 5,684 engineering technicians were employed. Annual needs for the state were estimated as 769 while annual needs shown by the sample were 638. There were 318 graduates in 1964 while capacity in the 4 state institutes would be 629 graduates annually. Responses indicated that 44 percent of the openings could be filled by women. The chemical and electrical-electronic field had the largest shortages with an annual need for 77 and 55, respectively. An employment increase of 58 percent is expected by 1973. The nine recommendations included -- (1) Graduates of evening programs and private schools will make up the deficit of electrical and electronics technicians, so no expansion is recommended, and (2) A job analysis and a study of non-manufacturing fields should be made to clarify the situation in computer technology. (EM)

VT 000 402 ED

Off-Farm Agricultural Occupations in Pennsylvania, Employment Opportunities and Technical Education Needs. (Teacher Education Research Series, vol. 7, no. 1).

Hoover, Norman K. * and others

Pennsylvania State Univ, University Park. Dep of Agr Educ

Pennsylvania State Dep of Public Instr, Div of Agr Educ.

66

EDRS Price MF-$0.09 HC-$1.64 41p.

VOCATIONAL AGRICULTURE, *OFF FARM AGRICULTURAL OCCUPATIONS, *AGRICULTURAL SKILLS, OCCUPATIONAL SURVEYS, *EMPLOYMENT OPPORTUNITIES, EMPLOYMENT TRENDS, SALARIES *EDUCATIONAL NEEDS, RESIDENCE REQUIREMENTS, *OCCUPATIONAL CLUSTERS,

Pennsylvania,

Objectives were -- (1) to identify agricultural occupations and job titles in Pennsylvania and to estimate the current number of employees and annual entry opportunities, (2) to list competencies needed for entry and advancement and to determine job characteristics such as salary, required education and experience, and desired residential background, and (3) to group job titles by competencies. Data were obtained by interviewing management personnel of 1,440 businesses and services in 29 Pennsylvania counties. Some findings were -- (1) Employers expect a 14 percent increase in the number of employees needing agricultural competencies in the next 5 years, (2) Three occupational areas, agricultural supplies and equipment, livestock, dairy and poultry products, and ornamental horticulture, account for 74 percent of the businesses, (3) To provide trained persons, each school teaching agriculture will have to provide 12 graduates for full-time employment and 6 graduates for part-time employment per year. Tabular data include job titles by occupational families, levels of training by competency factors needed to advance in the occupations, preferred residential background and educational level desired of new employees, and annual salary by occupational level of employment. (PS)

VT 000 413 ED

Mechanical Competencies Needed for Employment in Farm Machinery Sales and Service and Farm Supplies and Equipment Businesses.

Gentry, Gene A.

Maryland Univ, College Park. Dep. of Agr. and Ext. Educ.

Feb66

EDRS Price MF-$0.09 HC-$0.60 15p.

*VOCATIONAL AGRICULTURE, *OFF FARM AGRICULTURAL OCCUPATIONS, *EDUCATIONAL NEEDS, FARMERS, AGRICULTURAL MACHINERY OCCUPATIONS, SALES OCCUPATIONS, SERVICE OCCUPATIONS, *MECHANICAL SKILLS,

Maryland

Objectives were to determine -- (1) the mechanical competencies and understandings needed by employees in two off-farm agricultural occupations, and (2) the differences between competencies needed by these employees and successful farmers. David Tugend's survey instrument was the basis for an instrument used to interview random samples of 25 businesses selected from each of the 2 agricultural occupational groups in 5 Maryland counties (99 farm supplies and equipment businesses and 66 farm sales and service businesses). Employers were asked to evaluate the need for 104 mechanical competencies by sales, skilled, and semi-skilled employees. Of the 72 competencies needed, 34 were in farm power and machinery and 30 were in farm shop work. Recommendations based on this study were -- (1) Pupils who intend to enter farm machinery sales and service businesses should be given extensive training in farm power and machinery and farm shop work, especially in the areas of welding and metal work, (2) Farm shop programs for training pupils should be designed to train for an occupational group rather than a level of employment, and (3) Pupils planning to enter farming or farm machinery sales and service businesses should receive mechanical training in the same classes. The 119 skills or competencies identified for this study are ranked and compared with needs identified in a 1963 study of successful farmers in Maryland. (PS)

VT 000 418 ED

Occupational Needs for Vocational and Technical Education for New Mexico. Summary. (Publication, no. 8.).

McComas, James D. * Willey, Darrell S.

New Mexico State Univ, University Park. Bur of Educ Res.

New Mexico State Dept of Educ., Div. of Vocat. Educ.

Mar66

EDRS Price MF-$0.18 HC-$3.92 98p.

*OCCUPATIONAL SURVEYS, *EMPLOYMENT TRENDS, EMPLOYMENT OPPORTUNITIES, *VOCATIONAL EDUCATION, DISTRIBUTIVE EDUCATION, OFFICE OCCUPATIONS EDUCATION, TRADE AND INDUSTRIAL EDUCATION, AGRICULTURAL EDUCATION, HOME ECONOMICS EDUCATION,

New Mexico

This statewide occupational study was accomplished through personal interviews of 10,096 businesses and industries in 32 towns and cities in New Mexico. Tabular data are presented for each of these New Mexico population centers with a summary of present and projected occupational needs in distributive education, office education, trade and industry, agricultural education, and home economics. Present and projected occupational needs by job title are given for each vocational area. A summary of the total occupational needs of the statewide study estimates present vacancies -- 2.477, needed in the next five years -- 33,951, turnover -- 32,301, total needs -- 68,729. Detailed information concerning specific population centers is available in reports for each center. (PS)

VT 000 462

A Study to Determine the Effectiveness of Utah's Public Supported Vocational-Technical Education Program in Meeting the Training Needs of Business and Industry, With Special Emphasis on Programs Designed to Upgrade the Skills of the Existing Work Force.

Dean, Ernest H.

15Mar66

EDRS Price MF-$ Not available 129p.

*EDUCATIONAL SURVEYS, *VOCATIONAL EDUCATION, TECHNICAL EDUCATION, *EMPLOYER OPINION, *CURRICULUM EVALUATION, *EDUCATIONAL NEEDS,

Utah,

Employers from 3 geographical areas of Utah containing about 70 percent of the population were interviewed to obtain information on -- (1) their knowledge and support of vocational-technical education as a medium for upgrading the skills of the work force, (2) the present relationship between the educational system and their training needs, and (3) the need for changes which might more nearly serve their interests. A sample of 175 represented all who employed over 1,000, or 10 percent of those who employed 101 to 1,000. Others who employed fewer than 100 were contacted as time permitted. Responses were recorded for the 24 interview items, and these data were analyzed and compiled. Text and tabular data explain the responses, and an analysis for each interview item is given. The 26 recommendations include -- (1) College credit for some technical curriculums would help build a better relationship between education and the work force, and (2) Semi-skilled and service occupational training programs need to be added to the curriculums of the schools. A list of employers who desire more frequent contacts with the educational system is included. (EM)

VT 000 505 ED 011 030

Occupational Guidance for Off-Farm Agriculture.

Stevens, Glenn Z.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Dec65

EDRS Price MF-$0.09 HC-$2.24 56p.

*OFF FARM AGRICULTURAL OCCUPATIONS, *VOCATIONAL AGRICULTURE, *VOCATIONAL GUIDANCE, BIBLIOGRAPHIES, TESTS,

Standard Industrial Classification Manual, Dictionary of

Occupational Titles,

This publication was designed to help state and local vocational education leaders develop programs to prepare youth and adults for employment entry or advancement in the off-farm agricultural occupations. Eight instructional areas are identified and defined, and examples of job titles are given for each -- (1) agricultural production, (2) agricultural mechanics, (3) agricultural supplies, (4) agricultural products, (5) agricultural resources, (6) forestry, (7) ornamental horticulture, and (8) other agriculture. To help practitioners utilize the "Dictionary of Occupational Titles" and "Standard Industrial Classification Manual", selected job titles and instructional areas are listed with their counterpart from these references. A selected bibliography on occupational guidance in agriculture contains items published between 1962-1965. Standardized tests which best apply to these occupations are listed. The appendix lists job titles in the area of agricultural production and gives a sample counselor-student dialogue utilizing the resources discussed in this report. (EM)

VT 000 554 . ED

The Development of a Work Orientation Program for Home Economics Related Occupations, 1964-1966.

Fetterman, Elsie

Connecticut State Dep of Educ, Bur of Vocat Services

65

EDRS Price MF-$0.09 HC-$1.80 45p.

*PROGRAM DEVELOPMENT, *OCCUPATIONAL HOME ECONOMICS, *SECONDARY SCHOOLS, OCCUPATIONAL SURVEYS, SURVEYS, QUESTIONNAIRES, *EMPLOYMENT OPPORTUNITIES, EDUCATIONAL OBJECTIVES, SOCIOECONOMIC INFLUENCES,

Connecticut,

The purpose of this study, which is a summary of a doctoral dissertation, was to develop a work orientation program for home economics related occupations in Connecticut. Questionnaires were sent to 43 teachers of such programs in the United States and all responded, giving information about their objectives, courses, teachers' backgrounds, enrollment facilities, etc., and ranking 9 objectives of work orientation programs. In addition, 66 teachers in Connecticut were asked to rank these objectives at a conference. Both groups ranked the most important objective as "to achieve an introduction to the activities and demands of a wage-earning situation." The majority of the programs focused on food services with others in homemaking services, hospital services, clothing service, and general service. Interviews were held with state employment personnel to determine available job opportunities. There were 8,000 home economics related occupations on file in Connecticut employment offices. Socioeconomic index scores for 169 communities in Connecticut were ranked and averaged for each labor market area. For seven areas, the higher their index scores, the more openings there were in home economics related occupations. It was concluded that there was justification for these programs in Connecticut. (MS)

VT 000 606

A Survey to Determine the Need for Auto Body Workers in Connecticut.

Conn. State Dep. of Educ., Hartford, Div. of Vocat. Educ.

May66

EDRS Price MF-$ Not available 6p.

*OCCUPATIONAL SURVEYS, *AUTOMOBILE BODY REPAIRMEN,

Connecticut,

The survey was conducted at the request of Greater Hartford Auto Body Association. Lists were compiled from the telephone directories for New Haven, Norwalk, Hartford, New London, Bridgeport, and Waterbury, Connecticut. The population consisted of 358 shops and car dealers who employed auto body workers. The 154 which were surveyed employed 702 persons and had 185 present vacancies. These same employers estimated an employment need of 644 auto body workers in 10 years. Specific data are included for each of the localities. Large aircraft manufacturers in the state also showed a demand for auto body workers or persons with their skills. It was recommended that training programs be established. (EM)

VT 000 617

A Statewide Survey of the Manpower Needs in the Fisheries Occupations in Connecticut.

Bennett, Robert E.

Connecticut State Dep. of Educ., Hartford

Jan66

EDRS Price MF-$ Not available 9p.

*FISHERIES, *OCCUPATIONAL SURVEYS,

Connecticut,

Training needs of the fisheries industries, including processing, marketing, and related occupations were identified by interviewing personnel in the Water Resources Commission, Board of Fisheries and Game, Marketing Division, Department of Agriculture and Natural Resources, the Shell Fish Commission, the State Department of Health, the State Development Commission, the State Labor Department, and the Committee of Atlantic States Marine Fisheries. Data were also collected from the United States 1960 Census of Population, the New England Annual Summaries of the Bureau of Commercial Fisheries for 1963 and 1964, and related publications. The Census identified 239 employees in the commercial fisheries industry in 1960. An estimated 445 were employed in 1965. It was concluded that -- (1) The commercial fisheries industry appears to be declining, (2) The shad fish industry could nearly double its income with more skilled filleters, (3) Little processing is associated with the fisheries industry, (4) Youth show a natural reluctance to enter the fisheries industry, and (5) Some need is indicated for supplementary training in net use and maintenance. (EM)

VT 000 796 ED

Personnel Needs and Supply in Vocational Technical Education Above Local Teacher Level.

Stevenson, Bill W.

Oklahoma Vocat. Res. Coordinating Unit, Stillwater

66

EDRS Price MF-$0.09 HC-$0.40 10p.

*EMPLOYMENT OPPORTUNITIES, *EMPLOYMENT TRENDS, *VOCATIONAL EDUCATION, TEACHER EDUCATORS, NATIONAL SURVEYS, VOCATIONAL DIRECTORS, AREA VOCATIONAL SCHOOLS, SUPERVISORS, MASTERS DEGREES, DOCTORAL DEGREES, GRADUATES, RESEARCHERS,

The supply of trained personnel at all levels may be the most critical limiting factor in meeting the demands now facing vocational education. Questionnaires were sent to state departments of vocational education and teacher training departments to determine needs for supervisors, researchers, teacher trainers, and subject matter specialists. An additional instrument was sent to teacher training departments to ascertain the number of graduates at the Master's and Doctorate level. Replies were received from 29 departments of vocational education (54 percent) and 179 teacher training departments (36 percent) representing 111 institutions. A major finding was that 1,276 additional personnel were needed at the state and local levels. Conslusions were -- (1) There is presently an extreme shortage of qualified personnel for leadership positions in vocational education, (2) This shortage will become more severe as present programs are expanded and new programs are added, and (3) Some program of leadership development and training must be initiated if vocational education is to fulfill the commitment of the Vocational Education Act of 1963. An intensified recruitment program by colleges and universities and by state departments of vocational education should be initiated to increase the supply of trainees for vocational education positions at the local and state level. (SL)

VT 000 859 ED

Occupations in Colorado, Part II, Outlook by Denver Area Occupations.

Colorado Vocat Educ Res Coordinating Unit, Fort Collins

Jun66

EDRS Price MF-$0.09 HC-$2.16 54p.

*EMPLOYMENT TRENDS, *EMPLOYMENT STATISTICS, *OCCUPATIONS, *SALARIES, EMPLOYMENT OPPORTUNITIES, WAGES, TECHNICAL OCCUPATIONS, CLERICAL OCCUPATIONS, SKILLED OCCUPATIONS, SALES OCCUPATIONS, SEMISKILLED OCCUPATIONS, PROFESSIONAL OCCUPATIONS, LABOR FORCE, SEX (CHARACTERISTICS),

Denver, Colorado,

Employment statistics for 1960, estimated employment for 1965 and 1970, estimates of additional workers needed by 1970, and salary information are provided for a wide range of occupations in the Denver area. Data were obtained from a Denver study, "Jobs and the Future," by Robert Vaughan, Mountain States Telephone Co., 1962, and the U. S. Department of Labor reports. Current national data are also included to compare the local Denver occupations outlook with the nation's job structure. Information is included for -- (1) professional and technical occupations, e.g., accountants, architects, chemists and natural scientists, personnel workers, surveyors, electrical technicans, etc., (2) clerical and sales occupations, e.g., bookkeepers, cashiers, stenographers and secretaries, typists, etc., and (3) skilled and semiskilled occupations, e.g., boilermakers, carpenters and cabinetmakers, electricians, mechanics and repairmen, printing craftsmen, apprentices, truck drivers, welders, etc. (PS)

VT 001 127

Occupational Potential of Menominee County, Wisconsin, 1966.

Wisconsin State Employment Service, Madison

66

EDRS Price MF-$ Not available 48p.

*OCCUPATIONAL SURVEYS, *LABOR FORCE,

Menominee County, Keshena, Wisconsin

A "Smaller Community Temporary Office" was established at Keshena, Wisconsin. Its purposes were -- (1) to provide full range employment service facilities, (2) to register and interview all applicants, (3) to test and counsel applicants, (4) to survey employers, and (5) to cooperate with other governmental and public organizations in developing plans to improve and stabilize the economic welfare of the county. Menominee County was selected because of its declining population, labor force, and employment level as well as its rural, non-industrial status and low median family income. Applicants included 399 adults and 68 high school students. Men comprised two-thirds of the total and 79 percent were under 44 years of age. About 55 percent of the adults were unemployed. The previous annual earning for two-thirds of the applicants was less than $3,000. Over 54 percent were experienced in an occupation. A questionnaire returned by 131 former residents indicated that 61 would like to return. Of these, 25 were earning over $6,000 and 18 were married women who could not move unless their husbands found jobs. The educational level of 33 was high school graduate or beyond. The appendix contains detailed data on primary occupations and occupational potential of all applicants. (EM)

VT 001 267 ED 011 038

Curriculum Implications for Non-Farm Agricultural Employment in Connecticut.

Masley, Philip T.

Connecticut State Dep. of Educ., Div. of Vocat. Educ.

Sep66

EDRS Price MF-$0.18 HC-$2.84 71p.

VOCATIONAL AGRICULTURE, *OFF FARM AGRICULTURAL OCCUPATIONS, *AGRICULTURAL SKILLS, *EMPLOYMENT OPPORTUNITIES, EMPLOYMENT QUALIFICATIONS, EMPLOYMENT TRENDS, *OCCUPATIONAL CLUSTERS, *OCCUPATIONAL SURVEYS,

Connecticut

A survey was conducted with the purpose of ascertaining off-farm agricultural employment opportunities and identifying distribution of those occupations or job clusters with implications for vocational agriculture curriculum development. Of 1,170 firms identified in a 25 percent sample of towns in Connecticut, 685 were contacted and 480 usable responses were obtained by interviewers using 2 interview schedules. Two hundred and ninety job titles were identified, primarily in the semiskilled and sales levels of employment. Food handling and processing, ornamental horticulture, and livestock industry were the occupational families having the most employees. It was predicted that over 17,000 employees in the state would need agricultural competencies in 1970. Projections of need for employees in 1970 exceeded 10 times the annual number of vocational agriculture graduates in 1965. Employers prefered hiring high school graduates between 17 and 24 years old with some occupational experience and proficiency in agriculture. Because 51 percent of the firms and 59 percent of the employees were located in cities with populations over 25,000, focus on programs near these cities seemed advisable. Recommendations were made for the use of the findings of the study, especially those relating to clusters of jobs and competencies. (JM)

VT 001 144

Manpower Resources of Taylor County, Wisconsin.

Wisconsin State Employment Service, Madison

May 65

EDRS Price MF-$ Not available 88p.

*OCCUPATIONAL SURVEYS, LABOR FORCE,

Taylor County, Medford, Wisconsin

Information in this report gathered during a program of temporary employment services to remote, rural low-income areas. Population data for the area indicated -- (1) The population had declined 11.3 percent since 1940, (2) The decrease had been at the ratio of seven males to two females, (3) The labor force had declined 19 percent since 1950, (4) The female labor force increased 4.1 percent since 1950, and (5) 43 percent of the labor force was 45 years or older. Information from 611 employment applicants indicated -- (1) 63 percent were male, (2) 10 percent were veterans, (3) 87 percent were unemployed, (4) 42 percent were underemployed, (5) 61 percent were single, (6) 85 percent were under 45 years of age, (7) 65 percent had a high school education, (8) 88 percent were willing to commute to work, and (9) over half had no work experience beyond the entry level. Sixty-nine employers responding to a survey indicated -- (1) Employment was estimated to increase 12.2 percent by 1968, (2) The major employment problem was insufficient training, (3) Wage rates for most occupations began at or near the legal minimum, and (4) Mechanic training was most frequently listed as being needed. Other data are given on employment problems, wage rates, worker mobility, worker aptitudes, educational attainment, and applicants' occupations. (EM)

EVALUATION AND MEASUREMENTS SECTION

VT 000 024

Practical Nursing Research Project, 1947-1965.

Kenosha Technical Inst., Wisconsin

30 Jun 65

EDRS Price MF-$ Not available 133p.

*VOCATIONAL FOLLOWUP, *PRACTICAL NURSES, CURRICULUM, *EMPLOYMENT STATISTICS, SALARIES, TECHNICAL INSTITUTES, PART TIME JOBS, QUESTIONNAIRES, FEMALES, MARITAL STATUS, OPINIONS,

Kenosha Technical Institute, Wisconsin

A followup study of licensed practical nurses who had graduated from the Kenosha Technical Institute between 1947 and January 1965 was made to collect data which could be used in counseling students and in revising and/or adding to the curriculum. Of the 597 graduates identified, 463 responded to a questionnaire. Findings were as follows -- (1) Full and part-time employment opportunities existed for both married and single persons (235 out of 463 were fully employed, 69 part-time), (2) Approximately 80 percent were still employed in a field related to practical nursing, (3) Approximately 75 percent were employed in Wisconsin, (4) The responses of 209 graduates employed continuously with the same employer indicated that the practical nursing graduate was dependable, stable, and satisfactory in her work, and (5) The starting salary of $60 per week, and the median range for salary, $56 to $70 per week, was evidence that the compensation was inadequate for the time and money spent by the student in preparation for employment. The graduates were surveyed for their opinions of 15 teaching units used in the present practical nursing program. They indicated favor for increased emphasis on practical nursing skills rather than related education. The appendix includes survey and questionnaire forms and data tabulations. (PS)

VT 000 025 ED

Improving Vocational-Technical Education in the Top-O'-Michigan Area. (Educational Service Series, no. 15).

Haines, Peter G.

Michigan State Univ, East Lansing. Vocat Tchr Educ Serv.

Michigan State Univ, East Lansing. Bur of Educ Res Serv.

Oct 65

EDRS Price MF-$0.27 HC-$7.36 184p.

*VOCATIONAL EDUCATION, AGRICULTURAL EDUCATION, DISTRIBUTIVE EDUCATION, EMPLOYMENT STATISTICS, BUSINESS EDUCATION, INDUSTRIAL EDUCATION, STUDENT ENROLLMENT, HOME ECONOMICS EDUCATION, HIGH SCHOOL GRADUATES, TECHNICAL EDUCATION, *OCCUPATIONAL SURVEYS, *PROGRAM IMPROVEMENT, STUDENT OPINION, HIGH SCHOOL STUDENTS, *AREA VOCATIONAL SCHOOLS, PARENT OPINION, VOCATIONAL INTERESTS, SEX (CHARACTERISTICS), DROPOUTS, OCCUPATIONS, INDUSTRIAL ARTS,

Michigan

Six counties in the northern part of the lower peninsula of Michigan were studied to determine needed vocational and technical education programs, and to propose a feasible plan for providing such programs. A team of researchers collected data through surveys, interviews, group meetings, inspection of facilities and equipment, etc. Tables and data show -- (1) classification of sample occupations, (2) population change, (3) secondary enrollments by grade level, 1964-65, (4) employed workers by major occupations, (5) occupational interests of 11th graders and their parents, (6) residence of high school graduates and dropouts two years after graduation, and (7) present and proposed programs of distributive education, home economics education, industrial education, and education for office and agricultural occupations. Recommendations were -- (1) The two intermediate school districts should establish three area vocational schools, (2) The intermediate districts should create an occupational counseling program for adults, (3) School districts with enrollment under 300 should not operate vocational programs, but should utilize the shared-time program with the area vocational school, and (4) North Central Michigan College should develop degree-level technical and subprofessional curricula through formation of a Division of Technical Education. (PS)

VT 000 026 ED 010 791

Evaluation of Local Vocational Education Programs. A Manual for Administrators, Teachers, and Citizens.

Byram, Harold M.

Michigan State Univ, East Lansing. Bur of Educ Res Serv.

Jul 65

EDRS Price MF-$0.18 HC-$3.40 85p.

BIBLIOGRAPHIES, *VOCATIONAL EDUCATION, *PROGRAM EVALUATION, CONSULTANTS, ADVISORY COMMITTEES, CURRICULUM EVALUATION, STAFF UTILIZATION, VOCATIONAL FOLLOWUP, JOB PLACEMENT, OCCUPATIONAL GUIDANCE, *ADMINISTRATOR GUIDES, VOCATIONAL DIRECTORS,

Michigan,

As a result of the experiences of and study by the staff of three Michigan public schools participating in a research project between 1963 and 1965, this manual was prepared for use by administrators, teachers, and citizens committees in evaluating and planning local vocational education programs. It explains the role of the local director, consultants, staff, citizens' committees, and the procedures that can be used in analyzing curricular offerings, studying needs with reference to existing programs, and using the placement services and followup of graduates and former students in the evaluation process. The appendixes list sample forms used by the three schools to obtain information for their evaluations. (PA)

VT 000 027 ED

Evaluating Vocational Education in the Public Schools. Final Report on the Project Entitled Development and Demonstration of Procedures for Evaluation of a Comprehensive Program of Vocational Education in the Public Schools.

Byram, Harold M.

Michigan State Univ, East Lansing. Bur of Educ Res Serv.
ER-32
Oct 65

EDRS Price MF-$0.18 HC-$2.36 59p.

*VOCATIONAL EDUCATION, *PROGRAM EVALUATION, ADVISORY COMMITTEES, CONSULTANTS, FOLLOWUP STUDIES, ADMINISTRATIVE PERSONNEL, STAFF UTILIZATION,

Michigan

The major purpose was to develop a generalized procedure for making an evaluation of a comprehensive program of vocational education utilizing the school's own personnel resources, community resources, and state consultant services. A variety of on-going activities by the director, the consultants, and the staff in three cooperating schools in Michigan are described. These included staff committee work, school open-house visits, use of advisory committees, development of survey forms and other instruments, and a study of program outcomes. The project demonstrated the value of involvement of local staff. The importance of local administrative staff members' approval and sanction was emphasized. Consultants evaluating programs in public schools should be prepared to give more direct help than was done in this study. Those staff members working on a committee should be provided with released time by the local public school. Two effective procedures for conducting an occupational followup of graduates and other former high school students were demonstrated. It was recommended that the project which was the basis of the present report be extended to other schools in Michigan. (PS)

VT 000 088   ED

Attitudes and Beliefs About Homemaking and/or Home Economics Education in Michigan Secondary Schools.

Vossbrink, Meta

Michigan State Univ, East Lansing. Educ Publication Serv.

Feb 66

EDRS Price MF-$0.27 HC-$5.76   144p.

*TEACHER ATTITUDES, *ADMINISTRATOR ATTITUDES, SECONDARY SCHOOLS, *HOMEMAKING EDUCATION, *EFFECTIVE TEACHING, QUESTIONNAIRES, *PROGRAM EVALUATION, PROGRAM IMPROVEMENT,

Michigan

This study is a descriptive analysis of the attitudes and beliefs of administrative school personnel towards homemaking education as a part of the schools' educational program. An analysis of the literature and interviews of 75 administrators or counselors and first-year teachers in 43 schools were used in developing a questionnaire. A 33 percent sample was chosen from 478 forms acceptable for the study. Questionnaires were sent to administrators and counselors in each of the schools. A second questionnaire was sent to each home economics teacher in the schools. Responses were received from 109 towns with 112 home economics programs. There was agreememt between administrators that preparation for homemaking responsibilities and family life was important. Programs offered a well balanced choice of courses, with the family as the central focus. The use of the classroom as a learning environment for resolving community problems was not widely practiced. Administrators agreed that home economics was of particular value to girls. If mixed groups were considered, these should be placed in special classes which dealt with social and personal development or family living. Additional suggestions are given. Questionnaires forms and summaries of data are given in the appendixes. (MS)

VT 000 100 ED 010 794

Vocational Education in Michigan. The Final Report of the Michigan Vocational Education Evaluation Project.

Michigan State Univ., East Lansing. Coll. of Education

Sep 63

EDRS Price MF-$0.45 HC-$10.84 271p.

*VOCATIONAL EDUCATION, *PROGRAM EVALUATION, AGRICULTURAL EDUCATION, HOME ECONOMICS EDUCATION, BUSINESS EDUCATION, INDUSTRIAL EDUCATION, DISTRIBUTIVE EDUCATION, TRADE AND INDUSTRIAL EDUCATION, INDUSTRIAL ARTS, TEACHER EDUCATION, COOPERATIVE EDUCATION, *EDUCATIONAL OBJECTIVES, *ADMINISTRATIVE ORGANIZATION, EDUCATIONAL RESEARCH, INSERVICE TEACHER EDUCATORS, ENROLLMENT, STATE AID, FEDERAL AID, EDUCATIONAL PHILOSOPHY, EDUCATIONAL NEEDS, EMPLOYMENT STATISTICS,

Michigan, Michigan Vocational Education Evaluation Project,

Accomplishments of the Michigan Vocational Education Evaluation Project during its 4-year period of operation are presented in abbreviated form. The purposes of the evaluative study were -- (1) to discover the strengths and weaknesses of the present program of vocational education, and (2) to provide information which would properly shape the direction of the program both now and in the future. The seven chapters provide (1) an overview of the growth and development of vocational education in Michigan, (2) a statement of position regarding the philosophy and objectives of vocational education as developed by a group of vocational leaders and consultants, (3) a survey of existing vocational curriculums in relation to some aspects of the labor force in Michigan, (4) a description of the administration, organization, and supervision of vocational education, (5) a summary of vocational teacher education programs in Michigan, (6) a description of the character of research conducted in vocational education, and (7) recommendations and suggested guidelines for future improvements. The appendixes include tabular data for (1) occupations of employed persons, by sex, for Michigan counties in 1940, 1950, and 1960, (2) civilian labor change in Michigan, 1950-60, (3) students enrolled in vocational courses, and (4) educational background of teachers by course and grade level of subjects. (PS)

FACILITIES
AND EQUIPMENT
SECTION

VT 000 417

Health Occupations Education Centers "Facilities and Buildings."

Mitby, Norman P.

66

EDRS Price MF-$ Not available 11p.

SPEECHES, *HEALTH OCCUPATIONS EDUCATION, *BUILDING DESIGN,
*EDUCATIONAL FACILITIES,

Health service workers are the second largest occupational group in the United States. If the schools are going to be successful in meeting the health needs of society and the training needs of this large group, there should be adequate building facilities and modern, functional equipment. Additional prerequisites are a competent, professionally qualified faculty and adequate community clinical facilities to augment classroom learning. Functional programming, as developed by the director of a school, describes the educational requirement of the courses of instruction in such a way that the architect can determine the teaching, faculty, administrative, and supporting spaces required and the equipment and supplies needed to carry out the purposes of the center. A projection of the class schedule for the maximum enrollment is necessary to determine the type and number of classrooms needed. The teaching space must include lecture, class, multipurpose and conference rooms, library, and laboratories. Air conditioning, room darkening equipment, water, gas, electrical outlets, storage space, toilets, dressing rooms, and lockers should be included in the planning. (PA)

VT 000 435

Agricultural Mechanics Shops in Modern Secondary Schools.

Bristol, Benton K.

Illinois State Univ., Normal. Dep. of Agriculture

66

EDRS Price MF-$ Not available 36p.

EDUCATIONAL FACILITIES, *AGRICULTURAL MECHANICS, *PLANNING, *VOCATIONAL AGRICULTURE, EQUIPMENT, SECONDARY SCHOOLS, FARM SHOPS,

Illinois

Suggestions for planning agricultural mechanics shops include general principles as they relate to use of shops, areas of instruction, class size, types of classes, and space required. Two examples of agricultural mechanics shops are illustrated and discussed. Specific recommendations are made for equipment, tools, storage, and space requirements for tools and equipment. (PA)

HISTORY
SECTION

VT 000 960

Education and Training, The Bridge Between Man and His Work. Third Annual Report ... to the Congress on Training Activities Under the Manpower Development and Training Act.

Secretary of Health, Educ, and Welfare, Washington, D.C.

U.S. Government Printing Office, Washington, D.C.

01 Apr 65

EDRS Price MF-$ Not available 77p.

*MANPOWER DEVELOPMENT, *VOCATIONAL EDUCATION, *EDUCATIONAL PROGRAMS, EDUCATIONAL LEGISLATION, *EDUCATIONAL OPPORTUNITIES, UNEMPLOYMENT, *VOCATIONAL RETRAINING, STUDENT CHARACTERISTICS, EXPENDITURES, STUDENT ENROLLMENT, STUDENT TRANSPORTATION, DROPOUTS, ADULT EDUCATION, TEACHING TECHNIQUES, INSTRUCTIONAL STAFF, STATISTICAL DATA, CASE STUDIES (EDUCATION), EDUCATIONAL FINANCE,

Manpower Development and Training Act of 1962, MDTA

The primary intent of the Manpower Development and Training Act (MDTA) was to serve unemployed heads of families or households. However, up to 25 percent of the trainees may be youths under 22 years of age. By February 5, 1965, 305,000 trainees had been approved for institutional training. On-the-job training projects and experimental and demonstration projects provided training for 85,000 additional persons. Trainees were from the 50 states, the District of Columbia, Puerto Rico, Guam, and the Virgin Islands. Trainees in the occupations of clerk typist, machine tool operator, and nurses' aide accounted for 39 percent of the total. Training courses could last 72 weeks but the average was 36 weeks. Programs were either single programs with individual referral or multioccupational projects with pre-training services. Curriculum guides were completed for entry training, refresher training, and upgrading or advanced training. Tests and written materials were also revised. Average allowances, transportation, and subsistence costs per trainee were estimated at $650. A total average cost per trainee was estimated at $1,250. (EM)

INDIVIDUALS WITH SPECIAL NEEDS SECTION

VT 000 063   ED 010 792

Study of Illiteracy in Texas as Related to Vocational Education.

Adair, J. B.

Texas Education Agency, Austin

Sep64

EDRS Price MF-$0.18 HC-$3.36   84p.

MEXICANS, RACIAL DIFFERENCES, NEGRO, *ILLITERACY, MIGRANTS, *ADULT VOCATIONAL EDUCATION, LITERACY CLASSES, CRIME, *UNEMPLOYMENT, ECONOMICALLY DISADVANTAGED, *ETHNIC GROUPS, EDUCATIONAL DISADVANTAGEMENT, ACADEMIC ACHIEVEMENT, ALIENS, POPULATION TRENDS, ECONOMIC FACTORS,

Texas

Because one of the major concerns of leaders in Texas is the large educationally deficient segment of their population, a study was authorized to relate illiteracy to adult vocational education. The study was based on assumptions that there is a significant relationship between illiteracy and -- (1) membership in an ethnic group, (2) low socio-economic status, (3) crime, and (4) unemployment and ability to pursue vocational training. The report is divided into five sections -- (1) development of literacy programs in Texas, (2) distribution of illiteracy in Texas, (3) illiteracy in relation to crime, (4) economic status and illiteracy, and (5) unemployment among illiterates. Little organized effort had been made from 1942 to 1957 to combat illiteracy. The Texas Literary Council was organized in 1959 and has 25 affiliated councils, with all teaching done by voluntary teachers. Illiteracy among Latin Americans and nonwhites was almost four times that of the Anglo population. About one-fourth of the illiterate population was located in areas of high concentration of migrant workers. One of the eight recommendations was that the Texas Education Agency should assume responsibility for initiating a program of basic and vocational education. (MS)

VT 000 065

Research Project. Experimental Program 00018.

Halager, David

Aurora Board of Education, Illinois. District 131

Jul 65

EDRS Price MF-$ Not available 30p.

*SLOW LEARNERS, *SELF CONTAINED CLASSROOMS, *GRADE 10, *WORK EXPERIENCE PROGRAMS,

Aurora, Illinois

In 1964, Aurora East High School introduced the learning center program for the academically handicapped, which was an extension of the self-contained junior high school program. A work experience program was created to supplement the classroom curriculum. Job placements were within the school with teachers supervising. A vocational counselor and teacher-coordinator were included in the personnel. The program began with 48 students and ended the school year with 41. Comparisons of 20 work experience enrollees and 21 students not enrolled in the work experience program by their own choice were made by using attendance and grade records at various intervals, California Test of Mental Maturity scores, percentile rank, and Science Research Associates Reading Laboratory Test scores. Questionnaires were distributed to 88 teachers in the school (52 percent were returned) and the students in the English classes of the program for their evaluation of the program. A list of strengths included the stimulation of interest in reading. Among the weaknesses was the need for more orientation for parents who have children in the program. The course of study for mathematics and a list of occupations and guidance topics discussed in the program are included. (SL)

VT 000 342 ED

Exploration of the Problem of Training and Retraining the Unemployed. Summary Report, A Part of the Michigan Vocational Education Evaluation Project.

Karageusian, Mugitch A.

Michigan Univ., Ann Arbor. School of Education

Apr63

EDRS Price MF-$0.09 HC-$1.00 25p.

*VOCATIONAL EDUCATION, DROPOUTS, *VOCATIONAL RETRAINING, FEDERAL PROGRAMS, LABOR UNIONS, MOTIVATION, ACADEMIC ACHIEVEMENT, *UNEMPLOYED,

Area Redevelopment Act, Michigan Employment Security Commission,

Mott Foundation Retraining Program, Michigan, West Virginia,

In the fall of 1961 there were approximately 300,000 unemployed in Michigan. About half of these were located in the Detroit Metropolitan area. Of the 61.8 percent who had not completed high school, 30.1 percent dropped out during grades 9-11, and the remainder had 8 years or less of education. Some attempts to relieve the unemployment situation have been made by the Michigan Employment Security Commission, The Mott Foundation Retraining Program in Flint, union-management agreements, and federal legislation. The low response of the unemployed to retraining programs clearly indicated a motivation problem. Most of the unemployed contacted about a retraining program in West Virginia were not interested, expected to be called back to work soon, or felt they were too old to be starting over again. The vocational training facilities and personnel in public schools must be effectively used to help alleviate the present unemployment emergency. Training must be undertaken with the cooperative efforts of the school and the community. Schools must be reorganized to meet the needs of both students and society at large. (PS)

VT 001 270 ED

Proceedings of the Conference on Buying and Consumption Practices of Low Income Families, New York University, February 14, 1964.

Oppenheim, Irene

New York Univ., N. Y. Dep. of Home Economics

64

EDRS Price MF-$0.09 HC-$0.96 24p.

CONFERENCES, *LOW INCOME GROUPS, *HOME ECONOMICS, *CONSUMER ECONOMICS, COMMUNITY AGENCIES (PUBLIC), RESEARCH, SOCIAL SERVICES, FAMILY PROGRAMS, *FAMILY PROBLEMS, FAMILY INCOME, ECONOMIC DISADVANTAGEMENT, BIBLIOGRAPHIES,

The participants in this workshop were interested in determining how home economists may work more effectively with the poor. They included welfare directors, teachers, caseworkers, home economists, economists, and credit and life insurance representatives. Low income was defined in relation to need and to total resources. Presentations were -- (1) "Research and the Low Income Family" by Mollie Orshansky, (2) "Definition of Low Income" by Helen H. Lamale, (3) "Types of Community Programs for Low Income Families" by Louise Addiss, (4) "Brief Overview of the Variety of Programs for the Low Income Family" by Virgil Clift, and (5) "Brief Overview of Home Economics Programs" by Alice Stewart. Round table discussions dealt with "The Preparation of Home Economists to Work with Low Income Families," and "What Types of Research and Experimental Projects Do We Need." Programs for the low income families are concerned with income, public welfare, housing, health, and education. Consumer education is needed by young people as they often marry early. A bibliography is included. (MS)

INNOVATIVE CONCEPTS AND EXPERIMENTAL PROGRAMS SECTION

VT 000 010 ED 010 788

Pilot Programs in Agricultural Education. Illinois Agricultural Education Curriculum Research Project. Interim Report.

Phipps, Lloyd J. * and others

Illinois Univ., Urbana. Agricultural Education Div.

Jun 65

EDRS Price MF-$0.09 HC-$0.92 23p.

ADULT FARMER EDUCATION, COMMUNITY SURVEYS, ADVISORY COMMITTEES, *PILOT PROJECTS, *AGRICULTURAL EDUCATION, SCHOOL COMMUNITY COOPERATION, INNOVATION, CURRICULUM,

Illinois,

The objective of the pilot programs was to develop and test innovations in agricultural education that would (1) improve agricultural education for farmers and prospective farmers, and (2) provide agricultural education programs for occupations other than farming in which knowledge and skill in agricultural subjects is necessary for successful employment. Pilot centers were established in St. Elmo, Olney, Cissna Park, and Woodstock. The description of each program gives information on (1) the vocational agriculture programs prior to 1964-65, with a core of instructional courses offered in each school and also specialized courses for the junior and senior level, (3) supervised agricultural experience programs, with occupational objectives and steps in establishing pupils in this program, (4) adult education, (5) the community survey, and (6) the Agricultural Advisory Council. Recommendations emphasized the need for school-community cooperation. (PS)

VT 000 030

Cooperative Supervised Job Training Program. An Interim Evaluation.

Illinois State Board of Voc Educ and Rehab. Springfield

Aug 65

EDRS Price MF-$ Not available 55p.

*WORK EXPERIENCE PROGRAMS, *DROPOUTS, *ON THE JOB TRAINING, STUDENT ENROLLMENT, OCCUPATIONS, STUDENT OPINION, *PILOT PROJECTS, PROGRAM EVALUATION, HIGH SCHOOL STUDENTS,

Illinois

In 1963, the Illinois State Board of Vocational Education established the Cooperative Supervised Job Training Program as a possible solution to the problems of present and potential dropouts, high school graduates who lack occupational skill, and students in the regular high school program who are classified as low academic achievers. The Board established minimum standards for two plans. The first was intended for the students who had dropped out of school, a second for the low academic achievers who were still in school. Four local schools were selected for a 3-year pilot study under the second plan. At the end of the second year a research team interviewed administrators, coordinators, guidance counselors, and students, and tabulated data from individual student record information sheets. Of the total enrollment of 210 in the 4 programs for the two years, 125 graduated, 52 continued in the program, 11 transferred to another curriculum, and 22 dropped. Two conclusions were -- (1) The number of school dropouts seemed to diminish during the second year, and (2) The programs were beneficial and attained the broad goals sought. (PA)

VT 000 075

The Job Entry Curriculum. Prepared for Experimental Program Developers Emphasizing Distributive Education. Bulletin 74F-7.

Fla State Dept of Educ, Tallahassee. Dist, Coop, and Bus.

Jul 65

EDRS Price MF-$ Not available 36p.

*DISTRIBUTIVE EDUCATION, *PREVOCATIONAL EDUCATION, COURSE OUTLINES, EMPLOYMENT QUALIFICATIONS, HIGH SCHOOLS, STUDENT PROJECTS, *PROGRAM PLANNING, POSTSECONDARY EDUCATION,

Florida,

This guide was prepared for experimental program developers in Florida who are seeking to create unique preemployment training programs. The program emphasizes preparation for distributive occupations and is designed -- (1) to prepare secondary and postsecondary students for immediate employment in distributive occupations upon graduation from high school or postsecondary school, and (2) to prepare freshmen, sophomores, and/or juniors of high schools and students of postsecondary schools to enter the cooperative training programs. Projects for student participation, a suggested 1-year program outline, specific objectives of job entry curriculum, student competencies necessary for employment, and the methods of instruction for job entry curriculum are included. Essential conditions for quality programs are -- (1) training plans showing participation activities for individual enrollees, (2) adequate time for individual involvement in participation activities, and (3) adequate time for coordination activities. The appendix includes a student application form and a listing of content for a program. (PS)

VT 000 355   ED

Integrating Biological Principles with Instruction in Vocational Agriculture. A Research Report of a Graduate Study. Research Series in Agricultural Education.

Starling, John T. * Bender, Ralph E.

Ohio State Univ., Columbus. Dept. of Agr. Education

Jul 65

EDRS Price MF-$0.18 HC-$3.04   76p.

*VOCATIONAL AGRICULTURE, *BIOLOGY, SECONDARY SCHOOL STUDENTS, *TEACHING METHODS, ACADEMIC ACHIEVEMENT, STUDENT EVALUATION, PROGRAM EVALUATION, *PILOT PROJECTS, CONTROL GROUPS, STUDENT INTERESTS, TEACHER ATTITUDES, *ACHIEVEMENT GAINS, COMPARATIVE ANALYSIS,

Ohio

To determine the feasibility of integrating biological principles with instruction in vocational agriculture in Ohio high schools, 15 pilot schools and 8 control schools were studied. Pretests administered to students in October 1963 were an agricultural achievement test, a biological principles test, the California Short-Form Test of Mental Maturity, and the Educational Interest Inventory. Posttesting in May 1964 included all except the California Short-Form. A questionnaire administered to agriculture teachers in the pilot schools revealed eight advantages including -- (1) The program was more challenging and interesting to students, and (2) It caused the teacher to prepare better. One of the four disadvantages was that more time was necessary to teach biological principles and other units had to be dropped. Interpretation of the test data was the basis for eight conclusions, including (1) The number of principles taught was the most significant factor influencing achievement in biology, (2) Difference in student achievement between first and second year pilot schools was not consistent on all tests, and (3) Freshman and sophomore students showed greater achievement than junior and senior students when the biological principles approach was used. (EM)

VT 000 396 ED

Guidance in Vocational Education, Guidelines for Research and Practice. A Report of a National Interdisciplinary Seminar, January 12-14, 1966, held at the Ohio State University, Columbus, Ohio. (Vocational Education Leadership Study, no. 2).

Campbell, Robert E., Ed.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

66

EDRS Price MF-$0.27 HC-$7.60 190p.

*VOCATIONAL GUIDANCE, *EDUCATIONAL RESEARCH, LABOR ECONOMICS, *OCCUPATIONAL INFORMATION, TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, PHYSICALLY HANDICAPPED, UNEMPLOYED, MINORITY GROUPS, EDUCATIONALLY DISADVANTAGED, LABOR FORCE, WORK ADJUSTMENT, PUBLIC RELATIONS, OCCUPATIONAL COUNSELING, COUNSELORS, DATA PROCESSING, COMPUTER ORIENTED PROGRAMS, *SEMINARS,

In response to the need for effective programs of vocational guidance, the Center invited nationally recognized leaders from several disciplines to develop guidelines for initiating and improving such programs. There were six over-all goals -- (1) to stimulate interdisciplinary research and interest, (2) to evaluate the status of the field and to identify specific problem areas, (3) to assist educators and administrators in establishing policy and program guidelines, (4) to coordinate and exchange information among the relevant disciplines, (5) to project long-range needs and goals, and (6) to reduce the time lag between research, theory, and practice. Addresses include -- (1) "An Interdisciplinary Approach to Vocational Education and Guidance," by Walter M. Arnold, (2) "Overview of Research and Development Activities -- Division of Adult and Vocational Research," by Duane M. Neilsen, (3) "Manpower and Labor Economics -- Implications for Guidance in Vocational-Technical Education," by Howard Rosen, (4) "A Sociological Approach to the Analysis of Preparation for Work Life," by Edward Gross, (5) "Psychological Job Adjustments -- Implications for Guidance in Vocational-Technical Education," by Ralph M. Stogdill, and (6) "Exploration in Computer-Assisted Counseling," by John F. Cogswell, Donald P. Estavan, and Barbara Rosenquist. (SL)

VT 000 911

A Programmed Course in General Electronics.

Valentine, C. Glenn

Michigan Bell Telephone Co., Detroit

05 May 65

EDRS Price MF-$ Not available 18p.

ELECTRICITY, ELECTRONICS, *PROGRAMED INSTRUCTION, *CURRICULUM DEVELOPMENT, *TEST CONSTRUCTION, *TEST EVALUATION, *PROGRAMED MATERIALS,

Michigan Bell Telephone Company

In 1959 an exploratory study on programed instruction was initiated to compare its effectiveness with the existing training program. Findings on fatigue indicated that learning effectiveness decreased after two or three hours. All verbal programs were discarded in favor of programs capable of pace changes and physical activity which overcame the fatigue factors and were in better agreement with the training objectives. The programs were linear and had three frames to the page. Each learning sequence covered 200 to 300 frames. A special notebook with a sliding mask concealed the answers prior to responses. The program referred the trainee to a book containing drawings, charts, and photos. Acetate overlays in color aided in complex presentations. The training center included program booths, testing booths, lab booths, and supervision by two instructors. Written test scores for 36 conventional students had a mean of 63 while the mean for 59 programed students was 82. The mean time for completing the course by these same groups was 120 hours and 140 hours respectively. A test consisting of 10 subtests was developed and validated by checking it against skills required in advanced courses and on-the-job performance. (EM)

VT 000 453   ED

The Partnership Vocational Education Project, A New Program in Industrial-Technical Education, A Proposal Presented to and Accepted by the Ford Foundation.

Minelli, Ernest L.

Central Michigan Univ., Mount Pleasant

65

EDRS Price MF-$0.09 HC-$0.68   17p.

*INDUSTRIAL EDUCATION, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, CURRICULUM PLANNING, *TEACHER EDUCATION, *INSERVICE TEACHER EDUCATION,

Central Michigan University, Michigan,

The proposed program to improve industrial-technical education will function on three levels -- university, community college, and high school. In grades 9 and 10, the program will consist of a study of American industry. In grades 11 and 12, there will be a 2-year sequence of four major courses in English, science, mathematics, and industrial-technical education. The natural relationships of each major subject to the others will be drawn out and used as constant reinforcement. The community college program is designed to give the student proficiency in his selected field of technology, augmented by mathematics, basic sciences, English, and technological principles of the selected field. Under the university 5-year plan, students will have much more internship teaching experience than students in a typical industrial-technical teacher education program. In addition, on-the-job industrial internship experiences will be provided. A crash program for inservice training of present teachers will consist of seminars, courses, and industrial internship which could lead to a master's degree. Increased articulation within the school hierarchy, improved teaching methods, cooperation with industry, redesign of curriculums, and the inclusion of more flexibility from the student's viewpoint are facts of this new approach. (EM)

VT 000 907 ED

A Comparison of Mail-Techniques for Stimulating Interest in Occupational Education Research.

Bailey, Willard F., Jr. * Moss, Jerome, Jr.

Minnesota Res Coord Unit in Occup Educ., Minneapolis

66

EDRS Price MF-$0.09 HC-$0.76 19p.

*EDUCATIONAL RESEARCH, *VOCATIONAL EDUCATION, *TEACHER ATTITUDES, *INTEREST RESEARCH, *STIMULUS DEVICES, QUESTIONNAIRES, SURVEYS, PRACTICAL ARTS, BIBLIOGRAPHIES, RESEARCH PROBLEMS,

Minnesota,

The study compared the effectiveness of three mail techniques for stimulating the interest of persons who had previously been identified as uninterested in conducting occupational educational research. The sample consisted of 4,222 teachers in practical arts, vocational and technical education, and counseling and guidance. It was hypothesized that an individual might become interested in research because of his desire for prestige and professional advancement or because of his intellectual concern about a specific problem especially if researchable problems were made more salient, visible, tangible, and significant in his mind. One of the following was mailed to the sample -- (1) a bibliography of occupational education studies being proposed, in progress, or completed since 1963 in Minnesota, (2) a list of occupational education problems and problem areas considered significant, or (3) both the bibliography and the problem list. In each case, a cover letter and a questionnaire were included. The questionnaire was returned by 156 persons. Sample members were grouped according to schools which were classified as having a positive or indifferent research atmosphere. Persons employed in schools with an indifferent research atmosphere responded best in the combination treatment. Those employed in a positive research atmosphere responded best to the problem list treatment. (PS)

INSTRUCTIONAL DEVICES
AND MATERIALS
SECTION

VT 000 007 ED 010 787

The Effects of Programmed Instruction on Attitude and Achievement.

Rosenquist, Barbara * Miller, Mark

Illinois Univ., Champaign. Dept. of Vocat.-Tech. Educ.

Illinois State Board of Vocat. Educ., Springfield

Mar65

EDRS Price MF-$0.09 HC-$2.12 53p.

*PROGRAMED INSTRUCTION, *STUDENT ATTITUDES, ACHIEVEMENT GAINS, *COLLEGE STUDENTS, INDUSTRIAL EDUCATION, *ELECTRONICS, TEACHING MACHINES, *EVALUATION,

Autotutor Mark II

College students enrolled in two classes (General Electricity and Introduction to Electronic Theory and Practice) were studied for one semester to -- (1) evaluate the effectiveness of using the Autotutor Mark II which had been programed to permit individual study of the abstract theories of electricity and current applications in industry and in teacher training, and (2) evaluate initial learner attitude toward programed instruction and subsequent attitude shift as a result of continued exposure to this instructional technique. The 15 students were separated into 3 groups -- lecture-laboratory, programed instruction, and control group. The amount an individual gained was compared to the amount he possibly could have gained. No significant difference in achievement was noted in the three groups as measured by growth. Tables of raw data are included. The attitude evaluation study of the programed instruction group showed a shift from a highly positive to a definitely negative reaction. The students were most critical of programed instruction in the areas of teaching slow learners and quality of explanation. The teaching machine failed to help the student build desirable attitudes toward programed instruction. (PS)

VT 000 408

1965 Farm Business Management Report and Individual Farm Business Analysis Guide.

O'Connell, Edward J.

St. Cloud Area Vocat.-Tech. School, Minn. Dep. of Agr.

65
EDRS Price MF-$ Not available 35p.

*FARM MANAGEMENT, *FARM ACCOUNTS, *FARMERS, *ADULT FARMER EDUCATION,

Minnesota

Data were prepared from 195 farm business records that were analyzed by 19 individual instructors in cooperation with farmers enrolled in classes in farm management. The report includes a general description of the reporting and analysis system used, a statistical summary of data from farms in central Minnesota counties, and supplementary data related to the analysis. Descriptive or tabular treatment is given for the following -- (1) the system of farm business analysis, (2) range of earning and management factors, (3) cash statement of expenses, receipts, and earnings, (4) accrual statement of expenses, decreases, returns, increases and earnings, (5) analysis of dairy herd feed costs and returns, (6) graphic comparison of dairy management, (7) feed costs and returns on dairy cattle, beef breeding herds, feeder cattle, sheep, feeder pigs, and market hogs, (9) feed costs and returns on poultry flocks, (10) distribution of work output and livestock production, (11) comparison of crops grown, acre yields, and land uses, (12) operation costs for farm power, buildings, and equipment use, (13) 1960-1964 average yields data by county, (14) chart of farm management measures, (15) measures of farm organization and efficiency, (16) statement of farm assets, liabilities, and net worth, (17) 4-year comparison of farm management factors, and (18) a comparison of farm management factors in the high-earnings group and the low-earnings group. (EM)

PHILOSOPHY AND OBJECTIVES SECTION

VT 000 345

Professional Growth Week. Minutes of Conference Held at American Baptist Assembly, Green Lake, Wisconsin, August 23-27, 1966.

Wisc State Board of Vocat, Tech, and Adult Educ, Madison

65

EDRS Price MF-$ Not available 117p.

*VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, ADULT EDUCATION, EDUCATIONAL RESEARCH, TEACHER EDUCATION, EMPLOYMENT TRENDS, STATE LEGISLATION, EDUCATIONAL CHANGE, EMPLOYMENT OPPORTUNITIES, STATE AID, PUBLIC RELATIONS, CURRICULUM, VOCATIONAL GUIDANCE, DISTRIBUTIVE EDUCATION, HOME ECONOMICS EDUCATION, *CONFERENCES, OFFICE OCCUPATIONS EDUCATION, TRADE AND INDUSTRIAL EDUCATION,

Wisconsin

Teachers, guidance counselors, supervisors, administrators, and industrial representatives attended this annual planning conference in order that they might learn new concepts, exchange ideas, plan programs, and be inspired. Individual presentations included -- "Legislation, Policies, Administration," by C. L. Greiber, "New Design for Education," by Robert Swanson, "Student Services," by Evelyn Rimel, "Comprehensive Programs in Professional Development," by A. Donald Beattie, "A Look Ahead," by C. L. Greiber, and "Vocational and Technical Education in the Years Ahead," by Lynn Emerson. Discussion meetings in various formats are reported for curriculum, distributive education, guidance counselors, home economics education, office education, and trade and industrial education. (EM)

VT 000 395 ED

Report of the California State Conference on Vocational Education, January 11-12, 1965, Los Angeles.

California State Dept. of Education, Sacramento

65

EDRS Price MF-$0.18 HC-$3.80 95p.

*VOCATIONAL EDUCATION, *CONFERENCES, *CONTINUING EDUCATION, *LABOR FORCE, VOCATIONAL GUIDANCE, ADULT VOCATIONAL EDUCATION, EMPLOYMENT OPPORTUNITIES, SCHOOL COMMUNITY COOPERATION, WORK EXPERIENCE PROGRAMS, CULTURALLY DISADVANTAGED, EDUCATIONAL FINANCE,

California

More than 800 delegates, representing a cross section of California's leaders, met to consider the place of vocational education in tomorrow's world. The following addresses were given at the general sessions -- (1) "Man's Relationship to His Working Environment," by Carl D. Perkins, (2) "Needs of Our Labor Force in the Next Decade," by Seymour Wolfbein, (3) "Vocational Education -- A Way of Life," by Mary Conway Kohler, (4) "Vocational Education in a Dynamic Economy," by Walter M. Arnold, (5) "The Need for Continuing Education," by Paul H. Sheats, and (6) "Vocational Education is Everyone's Job," by Edmund G. Brown. The topics of the discussion sections were -- (1) "What Makes Youth Employable," (2) "How Future Manpower and Training Needs Can Be Identified," (3) "The Role of Business and Industry in Vocational Education," (4) "The Responsibility of Public Education for Occupational Proficiency," (5) "The Community's Responsibility for Vocational Education," (6) "Work Experience Education and Vocational Education," (7) "Vocational Education and the Socioeconomically Handicapped," (8) "Progress and Promise for Educating Adults for Employment," (9) "Counseling and Guidance for Occupational Training," (10) "The Responsibility of the Department of Education for Vocational Education," and (11) "Financing Vocational Education." (SL)

RESEARCH DESIGN AND RESEARCH DEVELOPMENT SECTION

VT 000 093 ED

A Preferred Order for Studying Current Problems in Minnesota's Trade and Technical Program.

Moss, Jerome Jr.

Minnesota State Dept. of Educ., St. Paul. Vocat. Sect.

64

EDRS Price MF-$0.09 HC-$0.64 16p.

*EDUCATIONAL PROBLEMS, *RESEARCH PROBLEMS *TRADE AND INDUSTRIAL EDUCATION, *QUESTIONNAIRES, *ADMINISTRATOR OPINION, TECHNICAL EDUCATION,

Minnesota, Michigan, Pennsylvania

The study was conducted to obtain a current priority of problems in trade and technical education in Minnesota suitable for guiding potential investigators in problem selection, and for assisting the State in determining its allocation of resources for research. A conference of directors and assistant directors from 15 area vocational schools, the total trade and technical teacher training staff, the Director and Assistant Director of Vocational Education and the state supervisors in this and related areas, developed a list of problems which appeared to be limiting the effectiveness of the state's program. These problems were rephrased and incorporated in an opinionnaire containing 18 problem areas. The opinionnaires were sent to the above groups with the request to rank each problem in the order in which it should be studied. The problems were grouped in eight areas. It was concluded that -- (1) The questions reflect most of the current problems, (2) There is little agreement on preferred order, (3) The problem areas identified for trade and technical education are relevant to the fields of agriculture, business, and distributive education, but not to home economics education, (4) In similar studies Michigan and Pennsylvania identified most of the common problem areas, and also recognized problems for which Minnesota had no counterparts. (PA)

VT 000 460

Report of Second Research Coordination Conference on Agricultural Occupations. January 13-15, 1964, The Ohio State University, Columbus. Summarization Procedures, Guidelines for Pilot Programs.

Ohio State Univ., Columbus. The Nat. Center in Agr. Educ.

64

Document not available from EDRS   91p.

*AGRICULTURAL EDUCATION, *RESEARCH METHODOLOGY, *OFF FARM AGRICULTURAL OCCUPATIONS, DATA PROCESSING, *PILOT PROJECTS, GUIDELINES, EVALUATION METHODS,

The primary focus of this conference was on summarization procedures for agricultural occupations studies and guidelines for pilot programs. It was attended by approximately 35 persons representing 21 states and the U.S. Office of Education. The major sections are -- (1) summarization tables for agricultural occupations data, (2) suggestions for processing data, and (3) guidelines for pilot programs in agricultural education. The seven appendixes include definitions of employment levels, in-progress reports of selected studies of agricultural occupations, and a chart showing the status of state studies in agricultural occupations. (RW)

STUDENTS SECTION

VT 000 002

Measuring Creative Abilities in Junior High School Industrial Arts.

Moss, Jerome Jr.

65

EDRS Price MF-$ Not available 103p.

*CREATIVITY, ABILITY, ACADEMIC ACHIEVEMENT, INTELLIGENCE, *GRADE 8, *INDUSTRIAL ARTS, TEST VALIDITY, GRADES (SCHOLASTIC), STUDENT CHARACTERISTICS, CREATIVITY RESEARCH, *CREATIVE ABILITY,

Minnesota Tests of Creative Thinking

The principal purpose of this study was to estimate the concurrent validity of the pencil and paper "Minnesota Tests of Creative Thinking, Abbreviated Form VII" for identifying the creative abilities of eighth-grade students in industrial arts classes. Concomitant purposes were to investigate the relationships of creative abilities and (1) intelligence, and (2) school achievement. A definition of relative creative abilities in the industrial arts and guidelines for their measurement were developed and submitted to a small purposes sample of educational psychologists and industrial arts teachers to determine their acceptability. A procedure was selected for applying this to secure criterion measures of native abilities. Three pairs of industrial arts teachers were trained to rate a sample of 95 eighth-grade students. The "Minnesota Tests of Creative Thinking, Abbreviated Form VII" were administered. Verbal and non-verbal IQ tests, five standardized achievement tests, and eight sets of teachers' grades were analyzed, along with peer ratings. The abilities presented and measured by the Minnesota tests are inadequate to account for the creative output, but the test measures components not measured in the typical intelligence test. The fairly high relationship between substantive creativity and IQ appears to indicate that some of the convergent thinking abilities do influence the production of unusual and useful ideas. (EL)

VT 000 014

Post-High School Vocational-Technical Education in Wisconsin. An Analysis of Enrollment Increases in Post High School Terminal Technical Programs During 1963-64 in Wisconsin Schools of Vocational, Technical, and Adult Education.

Wisconsin State Board of Vocat. and Adult Educ., Madison

Aug 64

EDRS Price MF-$ Not available 27p.

*STUDENT ENROLLMENT, *AREA VOCATIONAL SCHOOLS, TECHNICAL EDUCATION, PART TIME STUDENTS, TRANSFER STUDENTS, STUDENTS, RESIDENCE REQUIREMENTS, TERMINAL EDUCATION, SEX (CHARACTERISTICS),

Wisconsin

Enrollments in the terminal technical program are regularly appraised. Data by sex, degree or nondegree programs, full or part-time enrollment, school location, county, terminal or technical curriculum, subject matter field, and resident or nonresident status of the students are given. Enrollments of full-time students and part-time students in degree programs in the vocational-technical schools increased from 5,391 in 1960 to 15,504 in 1964. In 1964, 8,206 males and 2,630 females were enrolled in degree programs, 2,913 males and 1,755 females in nondegree programs. Seven maps are used to show the resident and nonresident student enrollment in the schools. The ratio of resident to nonresident students varies from 61 to 39 percent in Kenosha to 21 percent to 79 percent in Madison. A spot check showed capacity enrollment in most curricula. In order to accommodate all students wanting technical training, it will be necessary to increase staff and facilities. Historically, two-thirds of the financial support for the schools has been provided from local tax funds. Vocational-technical schools are providing educational offerings which have impact far beyond local boundaries. The problem of levels of state aid, tuition, resident-nonresident student relationships, and the problem of local support may need to be changed. (EM)

VT 000 034 ED

The Agricultural Student. A Restudy of Students Who Enrolled as Freshmen, Fall, 1960, in the College of Agriculture, University of California, Davis.

Thompson, O. E. * Gordon, S. F.

California Univ., Davis. Dept. of Agricultural Educ.

64

EDRS Price MF-$0.18 HC-$2.60 65p.

ACHIEVEMENT RATING, *WITHDRAWAL, GRADE POINT AVERAGE, HOME ECONOMICS, VETERINARY MEDICINE, FAMILY BACKGROUND, *STUDENT CHARACTERISTICS, ASPIRATION, VOCATIONAL INTERESTS, QUESTIONNAIRES, *AGRICULTURE, *COLLEGE STUDENTS, ACADEMIC APTITUDE, STUDENT INTERESTS, PARENT INFLUENCE, COLLEGES,

University of California at Davis

Of 196 college freshmen studied in 1960, 147 were included in a restudy to -- (1) determine if commitment to the college of agriculture and other student characteristics are related to continuation in agriculture, changes in major, scholastic record, or withdrawal from college, (2) determine present status of 1960 freshmen, and (3) compare students still enrolled in agriculture with those no longer attending. Committed students were identified in 1960 by their negative response to the question, "When you were thinking about going to college did you seriously consider any kind of school or college division other than a college of agriculture." Separate questionnaires were administered to those still in agriculture at Davis and those who were no longer at Davis. Committeed students were more likely to remain in agriculture, less likely to transfer to another college, and less likely to withdraw than the uncommitted students who, as a group, had higher verbal and mathematical ability scores. Though those who withdrew had lower grades and verbal and mathematical ability scores, only one-fourth of those withdrawing did so because of low scholarship. Most of those who had withdrawn enrolled in another institution. Agricultural students, when compared to nonagriculture students, had lower verbal and mathematical ability scores, but higher grades. (JM)

VT 000 035 ED

The Entering Student, College of Agriculture. A Study of the Backgrounds, Motivations, and Goals of Entering Students in the College of Agriculture at Davis in 1963 and 1964. Research Monograph, no. 1.

Regan, Mary C. * Thompson, O. E.

California Univ., Davis. Dept. of Agricultural Educ.

Dec 65

EDRS Price MF-$0.09 HC-$1.32 33p.

*COLLEGE STUDENTS, *VOCATIONAL INTERESTS, *STUDENT ATTITUDES, GRADE POINT AVERAGE, FAMILY BACKGROUND, HOME ECONOMICS, TRANSFER STUDENTS, VETERINARY MEDICINE, STUDENT MOTIVATION, *PERSONALITY ASSESSMENT, ENVIRONMENTAL INFLUENCES, *AGRICULTURE,

Biographical, attitude, and personality inventories were administered to freshmen college students in all fields in the fall of 1963 and 1964 to identify background, present attitudes, and personality factors of the agricultural student. In addition, their academic performance in college had been followed. The students in agriculture were grouped according to the major subdivisions of the college -- preveterinary medicine, agricultural sciences, and home economics. Comparisons were made with the Colleges of Letters, and Science and Engineering. The agriculture student was unlike his peers in other colleges. His appreciation of science was limited primarily to its application in solving immediate problems. He was pragmatic and thought in practical, rather than abstract terms. He leaned toward conservatism in politics and in his general orientation. He made his decision to enroll in agriculture earlier than entering students in other colleges, and he viewed college as preparation for a vocation. The preveterinary medicine student was more committeed to his major, to graduation, and to graduate school than the agricultural science student. The home economics student was less interested in science, more altruistic, more dependent upon others for guidance, and more conservative than her fellow agriculture students. The traditional 4-year undergraduate curriculum should be restructured to make it more liberal. (PS)

VT 000 039   ED

A Study of the Effect of Selected Characteristics in Farm Mechanics Retraining Schools Under the Area Redevelopment Act in Oklahoma. Research Bulletin, no. 4.

Edington, Everett D. * Kuntz, Robert H.

Oklahoma State Board for Vocat Educ. Div of ARA Training

Oklahoma State Univ., Stillwater. Dept. of Agr. Educ.

Jun 64

EDRS Price MF-$0.09 HC-$1.16   29p.

*VOCATIONAL RETRAINING, *AGRICULTURAL MECHANICS, UNEMPLOYED, *ADMISSION CRITERIA, *JOB PLACEMENT, APTITUDE, VOCATIONAL AGRICULTURE, EVALUATION,

Oklahoma, General Aptitude Test Battery Form B-1002

During 1962-63, 16 farm mechanics retraining schools were set up in Oklahoma under the Area Redevelopment Act of 1961 to train 225 men who were either unemployed or underemployed. This study was designed to determine whether there was any correlation between the test scores and selected characteristics used in selection of the trainees and their success in gaining employment in related occupations. All applicants were required to take the General Aptitude Test Battery, Form B-1002, which measures nine aptitudes, and be interviewed by a representative of the local employment office who considered three of these aptitudes (general intelligence, spatial aptitude, and finger dexterity) plus any intangible information learned from the interview for selection purposes. Of the enrollees contacted, 174 found employment in related and nonrelated areas while 9 dropouts and 19 who completed the training were unemployed. The placement record indicated that the selection and instruction of trainees was successful. The only single aptitude score which indicated success was the spatial aptitude score. The combination considered in selection was also a good indicator. (PA)

VT 000 087

Employment Needs and Opportunities and General Appraisal of Present Education and Training Programs as Obtained from a Survey of Opinions of Personnel in Industry in a Twelve-County Area.

Hood, Mary Alta

Kentucky State Dept. of Education, Frankfort

Kentucky State Dept. of Commerce, Frankfort

Oct 65

EDRS Price MF-$ Not available 57p.

*VOCATIONAL SCHOOLS, *VOCATIONAL EDUCATION, VOCATIONAL GUIDANCE, HIGHER EDUCATION, SECONDARY EDUCATION, OCCUPATIONAL SURVEYS, *EMPLOYMENT TRENDS, *EMPLOYMENT OPPORTUNITIES, PROGRAM EVALUATION, EDUCATIONAL NEEDS, INDUSTRIALISTS, *EMPLOYER OPINION,

Western Area Vocational School, Bowling Green, Kentucky

Representatives of 69 industries were interviewed to help determine the types of education and training needed by persons employed directly from school to meet current and future employment needs. This cross section of personnel included personnel managers, company presidents, plant managers and others who handled employment problems, and represented 34 percent of the 204 industries and 80 percent of the 14,213 employees in a 12-county area in Kentucky served by Western Area Vocational-Technical School. The survey revealed an inadequacy of communication between the educators and employers. Among the 18 constructive suggestions on education from kindergarten through college were the following -- (1) The right attitudes toward the world of work should be taught from kindergarten through vocational school, (2) Students should be taught how to obtain a job, the attitudes needed to hold a job, speech, self-confidence, and how to meet the public, and (3) Better vocational guidance is needed in colleges, vocational schools, and elementary schools. The appendixes include a list of the industries interviewed with the number and position of employees and job vacancies in each, types of high schools in the area and the number of counselors, and the checklist given to each interviewee for indicating skills and training needs. (MS)

VT 000 397

A Survey of Industrial Arts Enrollments in Ohio Schools.

Hare, Edgar

Ohio State Dep of Educ, Div of Elem and Secondary Educ.

Sep65

EDRS Price MF-$ Not available 10p.

*STUDENT ENROLLMENT, *INDUSTRIAL ARTS, *SECONDARY SCHOOLS,

Ohio,

A survey was made to determine the number and percent of students in high school industrial arts programs. Information was obtained from Reports of the High School Principals, for the 1964-65 school year. Only comprehensive schools were included. Of the 404,857 boys in school, 187,089 were enrolled in industrial arts. Percentage enrollment by class was -- Grade 7 -- 10.2, Grade 8 -- 10.7, Grade 9 -- 8.1, Grade 10 -- 7.1, Grade 11 -- 4.5, and Grade 12 -- 1.7. By subject areas, it was -- wood -- 10.4, metal -- 9.1, electricity -- 3.0, graphic arts -- 3.3, drawing -- 18.4, power mechanics -- 2.5, and industrial crafts -- 1.4. Percentages are also given for enrollment by type of school. (EM)

VT 000 407 ED

Occupational Desires and Expectations of North Carolina High School Seniors. (Educational Research Series, no. 3).

Nunalee, Thomas H. III * Drabick, Lawrence W.

North Carolina State Univ, Dep of Agr Educ and Rural Soc.

Jun65

EDRS Price MF-$0.09 HC-$2.24 56p.

*VOCATIONAL INTERESTS, *SOCIOECONOMIC BACKGROUND, *VOCATIONAL GUIDANCE, SEX DIFFERENCES, RACIAL DIFFERENCES, PARENTAL BACKGROUND, INTELLIGENCE FACTORS, SIBLINGS, GRADE 12, RURAL URBAN DIFFERENCES, HIGH SCHOOL STUDENTS, ASPIRATION, OCCUPATIONAL CHOICE,

North Hatt Scale,

A study was made to determine (1) the occupational desires and the actual employment expectations of North Carolina high school seniors, (2) the extent and direction of these differences, and (3) the relationship of background factors associated with the individual. The sample was composed of 1,069 seniors from 12 white and 11 Negro schools in North Carolina, who provided names of occupations in which they desired to engage as well as occupations in which they expected to engage. Occupations were coded according to a modified version of the North-Hatt Scale. Conclusions were -- (1) Respondents of high and low extremes of intelligence more frequently than those of medium intelligence indicated no difference in prestige between the desired and expected occupations, (2) Respondents whose fathers had high occupational prestige indicated no difference between desired and expected occupations, and those whose fathers had low occupational prestige expressed a desire for a higher prestige occupation than expected, (3) Respondents having 2 or fewer siblings indicated the least difference between the prestige of desired and expected occupations, and respondents who had more than 5 siblings indicated a desire for a higher prestige occupation than expected, and (4) Town residents more frequently indicated no or less difference between desired and expected occupations than country residents. The desires and expectations are also analyzed by race and sex. (PS)

VT 000 436 ED

Occupational and Educational Plans of Vocational Agriculture Students in North Carolina, A Comparison with Other Students. (Educational Research Series, no. 1, 1963.).

Drabick, Lawrence W.

North Carolina State Univ, Dep of Agr Educ and Rural Soc.

Aug63

EDRS Price MF-$0.18 HC-$2.56 64p.

*VOCATIONAL AGRICULTURE, HIGH SCHOOL STUDENTS, COMPARATIVE ANALYSIS, MALES, *OCCUPATIONAL CHOICE, RACIAL DIFFERENCES, *SURVEYS, PARENT ATTITUDE, *ASPIRATION, SOCIOECONOMIC BACKGROUND, VOCATIONAL GUIDANCE, PARENTAL BACKGROUND, INTELLIGENCE DIFFERENCES, SIBLINGS, GRADE 12, RURAL URBAN DIFFERENCES, VOCATIONAL INTERESTS, ACADEMIC ACHIEVEMENT, COLLEGE ATTENDANCE, MIGRATION, MARRIAGE,

Three facets of the vocational agriculture student were studied -- (1) his educational and occupational aspirations and expectations, (2) the relationship of his plans to social and economic factors, and (3) the differences between his plans and the plans of other students. The sample consisted of all male senior students in 11 Negro and 12 white high schools representing non-metropolitan economic areas. The interview schedule was based on questions probing educational and occupational expectations and aspirations and the students background. Data for white and Negro students were separated into sections and vocational agriculture students were compared with other students in each group. Both white and Negro vocational agriculture students aspired to occupations of less prestige and to lower educational levels than other students. The vocational agriculture students were found disproportionately in the lower intelligence ranges and related to the lower aspirations. Fewer differences existed between vocational agriculture and other students within groups. Both vocational agriculture and other students aspired to occupational and educational levels higher than their fathers and viewed education as a means of reaching higher goals. (JM)

VT 000 464 ED

A Comparison of the College Performance of Students Who Did and Those Who Did Not Study Vocational Agriculture in Georgia High Schools. (Vocational Education in Agriculture Research Series Bulletin, no. 3).

O'Kelley, G. L., Jr. * Lester, H. T., Jr.

Georgia Univ., Athens. Dep. of Agricultural Education

Jun64

EDRS Price MF-$0.09 HC-$1.80 45p.

*VOCATIONAL AGRICULTURE, *COLLEGE STUDENTS, *GRADES (SCHOLASTIC), *HIGH SCHOOL GRADUATES, *COLLEGE ENTRANCE EXAMINATIONS, MALES,

Abraham Baldwin Agricultural College, Georgia,

The objective of this study was to determine differences between (1) mean college freshman grades, (2) specific course grades, and (3) College Entrance Examination Board scores for a group of former vocational agriculture students and a group without vocational agriculture. The study population was limited to 148 male college freshmen at Abraham Baldwin Agricultural College during the 1960-61 school year. All had graduated from Georgia high schools. It paralleled, in objective and methodology, a study conducted at the University of Georgia. Data were furnished by the college registrar and processed by computer center personnel, using appropriate statistical tests of significance. Differences in mean college freshman grades were not significant. College Entrance Examination Board scores significantly favored the non-vocational agriculture group. Significant differences between the grades of the two groups, favoring the non-vocational agriculture group, occurred in English 101, an English composite, and mathematics. No significant difference was found in botany, chemistry, English 102, a composite of other courses, or a composite of all courses. The vocational agriculture group seemed to earn higher grades than would be expected when using the College Entrance Examination as a predictor of success. Differences within the vocational agriculture group are reported. (JM)

TEACHER
EDUCATION
SECTION

VT 000 036 ED

A Study of the Performance of Limited Status Students Compared to Regular Graduate Students in Agriculture.

Juergenson, E. M.

Mar66

EDRS Price MF-$0.09 HC-$0.52 13p.

*AGRICULTURAL EDUCATION, *LOW ACHIEVERS, *GRADUATE STUDY, *TEACHER EVALUATION, GRADE POINT AVERAGE, *EFFECTIVE TEACHING,

California, University of California at Davis,

Students in the Department of Agricultural Education at the University of California at Davis who do not have the 2.5 grade point average required for admission to the Graduate School enter as limited status students, provided there is additional evidence of teacher potential, as determined by a jury which subjectively evaluates the candidate's future performance. This study attempts to assess on-the-job teacher performance of 21 limited status students and 49 regular graduate students by use of a theoretical salary scale, in which the administrator and the regional supervisor were asked to indicate what salary should be paid each teacher in terms of his present effectiveness. The findings indicated -- (1) Both groups performed equally well when teaching, (2) For the limited status students, there was no relationship between performance as teachers and their undergraduate grade point average, (3) For the regular graduate students, a significant relationship existed between performance as teachers and grades, and (4) There was a significant difference in all grades received by the two groups at the post graduate level, with the limited status students lagging behind. (PA)

VT 000 082 ED

The Role of Distributive Teacher Educators in Adult Education. (Professional Bulletin Series, No. 3).

Carter, Fairchild H.

Indiana Univ., Bloomington. Div. of Distributive Educ.

Council for Distributive Teacher Education

63

EDRS Price MF-$0.09 HC-$0.88 22p.

*TEACHER ROLE, *ADULT EDUCATION, *DISTRIBUTIVE EDUCATION, NATIONAL SURVEYS, *TEACHER EDUCATORS, CONSULTANTS,

Teacher educators from 22 institutions in 20 states responded to an inquiry form asking them to list any functions they performed in adult education during a 2-year period. The findings showed no identical pattern of operation. One-seventh of the respondents reported that their institution charges fees for their services as consultants, and over 50 percent performed consultative functions as a service without fees. The services offered to schools and businesses seemed to have more consistent patterns of response. Approximately one-half of the teacher educators taught adult classes, about 40 percent did not perform any functions in field instruction. Slightly over one-half visited the local schools to assist in supervision and adult teaching. Generally, the teacher educators expressed an interest in research, but less than one-third had any under way at the time of the survey. Recommendations included developing studies to -- (1) compare the actual functions performed by teacher educators with their expressed intentions and philosophies, and (2) compare the stated functions of the teacher educators with the functions that the state supervisors believe are the duties of the teacher educator. Appendixes contain -- a 22-item survey form and the letter accompanying it, a scale for evaluating adult education student teaching experience, and a list of responding institutions. (SL)

VT 000 419 ED

Report on the Workshop for Teachers of Vocational Nursing, Fresno, April 8-11, 1963.

California State Dept. of Educ., Bur. of Ind. Educ.

California State Board of Vocat. Nurse Examiners

63

EDRS Price MF-$0.18 HC-$4.32 108p.

*WORKSHOPS, *PRACTICAL NURSES, *EDUCATIONAL PLANNING, *EDUCATIONAL PROGRAMS, ADMISSION CRITERIA, TEACHING TECHNIQUES, HEALTH OCCUPATIONS, PROGRAM EVALUATION, CURRICULUM DEVELOPMENT,

California Compton College, Cerritos College, College of Marin, Biola School of Missionary Medicine, Sacramento City College,

Mt. San Antonio College,

Services provided by vocational nurses have changed significantly and this had made necessary changes in the training program. This workshop was conducted to give 93 teachers of vocational nursing in California an opportunity to work intensively on the development of appropriate materials. Wesley P. Smith and Helen K. Powers presented keynote speeches. Panel topics were Selections of Students, Teaching Techniques, Program Evaluation, and Implementing the Curriculum. "Implications for the Future" was the topic of Miss Power's summarizing speech. (PA)

VT 000 558 ED

Attitudinal Changes Toward Adult Education During Student Teaching. (Research Series in Occupational Education, no. 3).

Miller, Texton R. * Pasour, Henry

North Carolina Res Coordg Unit in Occup Educ, Raleigh

North Carolina State Univ., Raleigh. Dep. of Agr. Educ.

67

EDRS Price MF-$0.09 HC-$1.48 37p.

*STUDENT TEACHERS, *ATTITUDES, *ADULT FARMER EDUCATION, *YOUNG FARMER EDUCATION, *CHANGING ATTITUDES, VOCATIONAL AGRICULTURE,

North Carolina State University,

At North Carolina State University, the student teacher semester consists of a period of seven weeks on campus and ten weeks off campus in a student teaching center. From 1960-65, all agricultural education seniors (166) who experienced this were given a 29-item attitude inventory at the beginning and end of the semester. The study findings were -- (1) Each of the 6-year groups showed a gain in favorable attitude toward adult education as a function of the public school, (2) Student attitude scores at the beginning of the semester were lower during the last half of the study, (3) End of the semester scores were higher during the last three years, and (4) Before their teaching semester, students felt teachers should devote from 31 to 43.7 percent of their time to adult education. After student teaching, the range became 35.9 to 48.3 percent. (PS)

TEACHING
AND LEARNING
SECTION

VT 000 021   ED

Enrollment in Vocational Home Economics Programs in Kentucky.
A Summary Report of the Research Study.

Simpson, Ruby * and others

Kentucky Univ., Lexington. Coll. of Education

Jun 63

EDRS Price MF-$0.18 HC-$3.20   80p.

*HOMEMAKING EDUCATION, *ENROLLMENT INFLUENCES, SECONDARY SCHOOLS, QUESTIONNAIRES, GRADE POINT AVERAGE, STUDENT OPINION, TEACHER OPINION, ADMINISTRATOR OPINION, PRINCIPALS, HIGH SCHOOL STUDENTS, HOME ECONOMICS TEACHERS, STUDENT ENROLLMENT,

Factors that may be influencing enrollments in home economics at the high school level were investigated -- (1) the quality of the home economics program, (2) pressures to take other subjects, (3) school schedules, (4) attitudes toward home economics, (5) patterns of home economics offerings, and (6) junior high homemaking programs. Questionnaires or opinionnaires were sent to 130 senior high school girls, 52 principals, and 69 teachers representing 71 schools. Enrollments in home economics between 1957-58 and 1960-61 had increased in 31 schools and decreased in 40 schools. The average student enrollment for schools with increased enrollment in home economics was 354, while it was 401 for those with decreasing enrollment. The quality of the home economics program was the most important factor influencing student enrollment. School schedules and patterns of offerings of home economics had little influence on enrollment. Recommendations were that (1) A special study should be made and help provided for improving the quality of the home economics program so that the content is closely related to the needs of the students, the level of teaching procedures is raised, and personal qualities of the teachers enhanced, and (2) Teachers should decrease the emphasis given to foods, nutrition, clothing, and grooming, and expand the emphasis on child development, consumer education, and housing and home furnishings. (MS)

VT 000 023   ED 010 790

A Pilot Research Project of Techniques Used in Teaching a Unit on Child Development.

Kentucky Univ., Lexington. Dept. of Home Economics Educ.

65

EDRS Price MF-$0.09 HC-$0.88   22p.

*HOMEMAKING EDUCATION, *TEACHER EVALUATION, *TEACHING TECHNIQUES, *CHILD DEVELOPMENT, STUDENT ATTITUDES, PILOT PROJECTS, GRADE 9, *EFFECTIVE TEACHING,

Kentucky,

A home economics unit "Living with Small Children," was selected for a pilot research project for evaluating the effectiveness of procedures used in teaching child development. The 4-week unit was taught in seven schools with nine home economics teachers participating. There were 18 classes of Homemaking I, and 315 students. Suggestions for effective teaching were -- (1) Homemaking I should contain a unit in child development, as 71 percent of the girls said they did baby-sitting, and 60 percent had some responsibility for the care of younger children in their families, (2) an interest checklist should be given to pupils before the teacher preplans the unit for there was significant differences in interest in 22 activities among the 18 classes, (3) a variety of learning experiences contributes to effective changing of pupil behavior (an average of 14 different techniques was used), (4) planning experiences which allow the pupils the opportunity to share their newly acquired information is essential for effective teaching, and (5) the use of the problem-solving technique adds to the teaching effectiveness. The teacher who was judged to have used the most effective techniques utilized the most steps from the problem-solving procedure. The appendix includes topics, goals, and generalizations for the unit used. (MS)

VT 000 434

Illinois Agricultural Education Curriculum Research Project, Pilot Programs in Agricultural Education. Final Report.

Hemp, Paul * and others

Illinois Univ., Urbana. Div. of Agr. Education

Jun66

EDRS Price MF-$ Not available 64p.

FARMERS, *PILOT PROJECTS, *PROGRAM EVALUATION, *OFF FARM AGRICULTURAL OCCUPATIONS, *VOCATIONAL AGRICULTURE, COOPERATIVE EDUCATION,

Cissna Park, Olney, St. Elmo, Woodstock, Illinois,
Pilot programs were developed in four Illinois high schools to improve agricultural education for farmers and prospective farmers, and provide agricultural education programs of off-farm agricultural occupations. In the second year, 14 employers and 16 pupils who had participated in the cooperative work experience program were interviewed for their evaluation of the program. Responses from both groups showed a majority supporting the program. Tabular information covers responses to a checklist. Two of the significant reactions were "If you don't show the students the vocational possibilities in the community, they will go elsewhere for work," and "I study things with which I work." A description of the individual pilot programs is given along with the curricula, a bibliography, student activity record forms, and a list of suggestions for planning and conducting agricultural occupation programs. Both questionnaire forms used are included. (EM)

VT 000 649 ED 011 035

Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.27 HC-$5.92 148p.

*TEACHER ORIENTATION, *VOCATIONAL AGRICULTURE TEACHERS, *COOPERATIVE EDUCATION, *OFF FARM AGRICULTURAL OCCUPATIONS, POLICY FORMATION, ADVISORY COMMITTEES, LEGAL PROBLEMS, STUDENT EVALUATION, VOCATIONAL FOLLOWUP, PROGRAM DEVELOPMENT, COMMUNITY SURVEYS, PUBLIC RELATIONS, ADMISSION CRITERIA, HIGH SCHOOL STUDENTS, STUDENT RECORDS, PROGRAM EVALUATION, EMPLOYERS, COORDINATORS,

The major objective of this publication is the orientation of vocational agriculture teachers to the concepts of planning and conducting a cooperative occupational experience program for off-farm agriculture. Contents include -- (1) Introduction, (2) Developing Local Policies Concerning Occupational Experience, (3) Utilizing a Consulting Committee, (4) Conducting a Community Survey, (5) Promoting Cooperative Occupational Experiences, (6) Selecting Training Stations, (7) Selection of Students, (8) Legal Requirements for Student Workers, (9) Placement of Students in Training Stations, (10) Cooperating with Other Groups or Organizations, (11) Developing Training Plans, (12) Developing Training Agreements, (13) Coordination, (14) Evaluation of Student Progress, (15) Instructor and Student Progress, (16) Follow-up of Students upon Graduation, and (17) Evaluation of Cooperative Occupational Experience. The appendix includes a sample policy statement, an occupational survey form, a cooperator interview form, a student application form, a self interest test, standards and provisions for student-learner certificates, a training agreement, a student evaluation form, and an employer's rating of student form. (JM)

TEACHERS
SECTION

VT 000 406 ED

Relationships Among Selected Motivations Into Vocational Education. (Educational Research Series, no. 6).

Drabick, Lawrence W.

North Carolina State Univ, Dep of Agr Educ and Rural Soc.

Jun65

EDRS Price MF-$0.09 HC-$1.28 32p.

*MOTIVATION, *VOCATIONAL EDUCATION, *TEACHING, *CAREER CHOICE, COLLEGE STUDENTS, VOCATIONAL EDUCATION TEACHERS,

North Carolina State University, North Carolina,

The purpose was to examine the relative influence of a number of factors motivating persons to enter vocational education. The sample consisted of -- (1) 72 full-time undergraduate students of vocational education in the School of Education, North Carolina State University on May 1965, and (2) 15 high school teachers randomly selected from the population of 1956-1960 vocational education graduates at North Carolina State University who were employed as high school vocational education teachers during the spring of 1965. Phrases representative of predisposing factors (family, school, and peers) and dimensional factors (altruism, income, prestige, mobility, and knowledge) were combined in a standardized statement form which would force the respondent to assign orders of importance. The quality rankings of the respondents, their satisfaction with vocational education, and the type of variable most influential in their decision to enter vocational education were analyzed to determine the relationship. Significant uniformity existed within teacher and student groups. For each, the predisposing variable of school atmosphere was most important. The most important dimensional variable for the teachers was the altruistic purpose, whereas, for students, it was the opportunity to improve their social position in life and obtain prestige. (SL)

OTHER
RESOURCES
SECTION

VT 000 068

Distributive Education Bibliography.

Lowe, Calvin D.

Utah State Dept of Pub Instr, Salt Lake City. Voc Ed Div

65

EDRS Price MF-$ Not available 51p.

*BIBLIOGRAPHY, *DISTRIBUTIVE EDUCATION,

Journal articles from 1941-1965 are listed for the following topics -- Philosophy of Distributive Education, Methods, Public Relations, Selection and Placement, Guidance, Cooperative Method, and Miscellaneous. (SL)

INDEXES

AUTHOR INDEX

Page

ADAIR, J. B.
VT 000 063 ED 010 792 79
Study of Illiteracy in Texas as Related to Vocational Education.

ARIZONA OCCUPATIONAL RESEARCH COORDINATING UNIT, PHOENIX
VT 000 523 ED 23
A Study of Vocational Agriculture in the Schools of the Phoenix Union High School System.

ARIZONA STATE EMPLOYMENT SERVICE, PHOENIX
VT 000 523 ED 23
A Study of Vocational Agriculture in the Schools of the Phoenix Union High School System.

AURORA BOARD OF EDUCATION, ILLINOIS. DISTRICT 131
VT 000 065 80
Research Project. Experimental Program 00018.

BAILEY, WILLARD F. JR.
VT 000 907 ED 92
A Comparison of Mail-Techniques for Stimulating Interest in Occpational Education Research.

BARWICK, RALPH P.
VT 000 011 ED 010 789 38
Identification of Off-Farm Agricultural Occupations, Present and Projected Employment. A Preliminary Report of the Delaware Study of Agricultural Occupations Other Than Farming.

BENDER, RALPH E.
VT 000 355 ED 88
Integrating Biological Principles with Instruction in Vocational Agriculture. A Research Report of a Graduate Study.

Page

BENNETT, ROBERT E.
VT 000 617 55
A Statewide Survey of the Manpower Needs in the Fisheries Occupations in Connecticut.

BRISTOL, BENTON K.
VT 000 435 72
Agricultural Mechanics Shops in Modern Secondary Schools.

BYRAM, HAROLD M.
VT 000 026 ED 010 791 65
Evaluation of Local Vocational Education Programs. A Manual for Administrators, Teachers, and Citizens.

VT 000 027 ED 66
Evaluating Vocational Education in the Public Schools. Final Report on the Project Entitled Development and Demonstration of Procedures for Evaluation of a Comprehensive Program of Vocational Education in the Public Schools.

CALIFORNIA STATE BOARD OF VOCATIONAL NURSE EXAMINERS
VT 000 419 ED 121
Report on the Workshop for Teachers of Vocational Nursing, Fresno, April 8-11, 1963.

CALIFORNIA STATE DEPT. OF EDUCATION, BUREAU OF INDUSTRIAL EDUCATION
VT 000 419 ED 121
Report on the Workshop for Teachers of Vocational Nursing, Fresno, April 8-11, 1963.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
VT 000 395 ED 100
Report on the California State Conference on Vocational Education, January 11-12, 1965, Los Angeles.

AUTHOR INDEX

Page

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. VOCATIONAL EDUCATION SERVICES
VT 001 429 28
Leadership for Vocational Education in California, Theory and Practice of Program Development. Report of the State Conference, Playa Del Rey, California, May 10-11, 1966.

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VT 000 059 46
University-Fertilizer Industry Relationships. A Study of Communications Between the Division of Agricultural Sciences of the University of California and Representatives of the Fertilizer Industry.

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VT 000 034 ED 109
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The Entering Student, College of Agriculture. A Study of the Backgrounds, Motivations, and Goals of Entering Students in the College of Agriculture at Davis in 1963 and 1964.

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University-Fertilizer Industry Relationships. A Study of Communications Between the Division of Agricultural Sciences of the University of California and Representatives of the Fertilizer Industry.

Page

CALIFORNIA UNIV., LOS ANGELES. DIV. OF VOCATIONAL EDUCATION
VT 001 429 28
Leadership for Vocational Education in California, Theory and Practice of Program Development. Report of the State Conference, Playa Del Rey, California, May 10-11, 1966.

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VT 000 396 ED 89
Guidance in Vocational Education, Guidelines for Research and Practice. A Report of a National Interdisciplinary Seminar, January 12-14, 1966, Held at The Ohio State University, Columbus, Ohio.

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VT 000 082 ED 120
The Role of Distributive Teacher Educators in Adult Education.

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VT 000 453 ED 91
The Partnership Vocational Education Project, A New Program in Industrial-Technical Education, A Proposal Presented to and Accepted by the Ford Foundation.

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VT 000 000 ED 010 785 3
Central States Seminar in Agricultural Education, Sheraton-Chicago Hotel, Chicago, Illinois, March 14-17, 1966. Theme, Implementing the Vocational Education Act of 1963.

CHILDREN'S BUREAU, WASHINGTON, D.C.
VT 001 154 32
Parent and Family Life Education for Low-Income Families, A Guide for Leaders.

AUTHOR INDEX

Page

CLARK, RAYMOND M.
VT 000 037 ED 41
Vocational Competencies Needed for Employment in the Feed Industry. A Report of Research Supported by the Michigan State All-University Research Fund, 1963-64.

CLARY, JOSEPH R.
VT 000 354 ED 17
Guidelines for the Development of Training Programs for Agricultural Technicians. A Research Report of a Graduate Study.

COLORADO VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT, FORT COLLINS
VT 000 859 ED 57
Occupations in Colorado, Part II, Outlook by Denver Area Occupations.

CONNECTICUT STATE DEPT. OF EDUCATION, BUREAU OF VOCATIONAL SERVICES
VT 000 554 ED 53
The Development of a Work Orientation Program for Home Economics Related Occupations, 1964-1966.

CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD
VT 000 617 55
A Statewide Survey of the Manpower Needs in the Fisheries Occupations in Connecticut.

CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD. DIV. OF VOCATIONAL EDUCATION
VT 000 343 47
Connecticut's Need for Techinicians, 1963-1973.

VT 000 606 54
A Survey to Determine the Need for Auto Body Workers in Connecticut.

Page

VT 001 267 ED 011 038 59
Curriculum Implications for Non-Farm Agricultural Employment in Connecticut.

COUNCIL FOR DISTRIBUTIVE TEACHER EDUCATION
VT 000 082 ED 120
The Role of Distributive Teacher Educators in Adult Education.

CRAIG, DAVID G.
VT 000 067 ED 010 793 9
An Annotated Bibliography for Young and Adult Farmer Education.

CUSHMAN, HAROLD R. AND OTHERS
VT 000 044 ED 44
A Study of Off-Farm Agricultural Occupations in New York State.

DEAN, ERNEST H.
VT 000 462 51
A Study to Determine the Effectiveness of Utah's Public Supported Vocational-Technical Education Program in Meeting the Training Needs of Business and Industry, With Special Emphasis on Programs Designed to Upgrade the Skills of the Existing Work Force.

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VT 000 011 ED 010 789 38
Identification of Off-Farm Agricultural Occupations, Present and Projected Employment. A Preliminary Report of the Delaware Study of Agricultural Occupations Other Than Farming.

DRABICK, LAWRENCE W.
VT 000 406 ED 131
Relationships Among Selected Motivations Into Vocational Education.

AUTHOR INDEX

Page

VT 000 407 ED 114
Occupational Desires and Expectations of North Carolina High School Seniors.

VT 000 436 ED 115
Occupational and Educational Plans of Vocational Agriculture Students in North Carolina, A Comparison with Other Students.

DUPY, CLEO A.
VT 001 260 ED 27
Problems of Implementing Agricultural Occupations Programs in Twenty-Eight Selected Vocational Agriculture Departments.

EDINGTON, EVERETT D.
VT 000 001 ED 010 786 35
The Present Occupational Status of Oklahoma High School Vocational Agriculture Graduates Over the Past Five Year Period From 1959 to 1963.

VT 000 039 ED 111
A Study of the Effect of Selected Characteristics in Farm Mechanics Retraining Schools Under the Area Redevelopment Act in Oklahoma.

VT 000 119 14
An Evaluation Study of the Jimma Agricultural Technical High School in Ethiopia.

ELLIS, WILLIE T.
VT 000 067 ED 010 793 9
An Annotated Bibliography for Young and Adult Farmer Education.

FETTERMAN, ELSIE
VT 000 554 ED 53
The Development of a Work Orientation Program for Home Economics Related Occupations, 1964-1966.

Page

FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE. DISTRIBUTIVE, COOPERATIVE, AND BUSINESS EDUCATION SECTION
VT 000 075 87
The Job Entry Curriculum. Prepared for Experimental Program Developers Emphasizing Distributive Education.

GATES, GARY R.
VT 000 086 12
Training Needs in Central Kentucky.

GENTRY, GENE A.
VT 000 413 ED 49
Mechanical Competencies Needed for Employment in Farm Machinery Sales and Service and Farm Supplies and Equipment Businesses.

GEORGIA UNIV., ATHENS. DEPT. OF AGRICULTURAL EDUCATION
VT 000 464 ED 116
A Comparison of the College Performance of Students Who Did and Those Who Did Not Study Vocational Agriculture in Georgia High Schools.

GORDON, S. F.
VT 000 034 ED 109
The Agricultural Student. A Restudy of Students Who Enrolled as Freshmen, Fall, 1960, in the College of Agriculture, University of California, Davis.

HAINES, PETER G.
VT 000 025 ED 64
Improving Vocational-Technical Education in the Top-O' Michigan Area.

HALAGER, DAVID
VT 000 065 80
Research Project. Experimental Program 00018.

AUTHOR INDEX

Page

HAMLIN, HERBERT M.
VT 000 646 ED 011 032 24
Organizing to Provide Agricultural Education for Off-Farm Occupations.

VT 000 647 ED 011 033 25
Policy and Administrative Decisions Needed When Introducing Vocational and Technical Education in Agriculture for Off-Farm Occupations for Boards and Administrators of Local Schools, Area Schools, and Colleges.

VT 000 648 ED 011 034 26
Vocational and Technical Education in Agriculture for Off-Farm Occupations for Counselors, Teachers, Board Members, and Administrators at All Levels.

HARE, EDGAR
VT 000 397 113
A Survey of Industrial Arts Enrollments in Ohio Schools.

HEMP, PAUL AND OTHERS
VT 000 434 127
Illinois Agricultural Education Curriculum Research, Project, Pilot Programs in Agricultural Education. Final Report.

HILL, C. W. AND OTHERS
VT 000 041 ED 43
Educational Needs of Beginning Dairy Farm Operators in New York, 1963.

HILL, RONALD E.
VT 000 001 ED 010 786 35
The Present Occupational Status of Oklahoma High School Vocational Agriculture Graduates Over the Past Five Year Period From 1959 to 1963.

Page

HOOD, MARY ALTA
VT 000 087 112
Employment Needs and Opportunities and General Appraisal of Present Education and Training Programs as Obtained from a Survey of Opinions of Personnel in Industry in a Twelve-County Area.

HOOVER, NORMAN K. AND OTHERS
VT 000 004 36
Technical Education Needs of Persons Engaged in Agricultural Occupations. A Preliminary Report of the Pennsylvania Study of Agricultural Occupations.

VT 000 402 ED 48
Off-Farm Agricultural Occupations in Pennsylvania, Employment Opportunities and Technical Education Needs.

HUGHES, LOYD R.
VT 000 347 16
The Area Vocational School. A Summary Report.

HULL, WILLIAM L.
VT 001 260 ED 27
Problems of Implementing Agricultural Occupations Programs in Twenty-Eight Selected Vocational Agriculture Departments.

ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION. SPRINGFIELD
VT 000 007 ED 010 787 95
The Effects of Programmed Instruction on Attitude and Achievement.

VT 000 030 86
Cooperative Supervised Job Training Program. An Interim Evaluation.

ILLINOIS STATE UNIV., NORMAL. DEPT. OF AGRICULTURE
VT 000 435 72
Agricultural Mechanics Shops in Modern Secondary Schools.

AUTHOR INDEX

Page

ILLINOIS UNIV., CHAMPAIGN. DEPT. OF VOCATIONAL-TECHNICAL EDUCATION
VT 000 007 ED 010 787 95
The Effects of Programmed Instruction on Attitude and Achievement.

ILLINOIS UNIV., URBANA. AGRICULTURAL EDUCATION DIV.
VT 000 010 ED 010 788 85
Pilot Programs in Agricultural Education. Illinois Agricultural Education Curriculum Research Project. Interim Report.

VT 000 434 127
Illinois Agricultural Education Curriculum Research Project, Pilot Programs in Agricultural Education. Final Report.

INDIANA UNIV., BLOOMINGTON. DIV. OF DISTRIBUTIVE EDUCATION
VT 000 082 ED 120
The Role of Distributive Teacher Educators in Adult Education.

JACKSON COUNTY INTERMEDIATE EDUCATION DISTRICT, MEDFORD, OREGON
VT 000 054 ED 8
The Jackson County Schools Vocational Education Research Project. A Supplement.

JUERGENSON, E. M.
VT 000 036 ED 119
A Study of the Performance of Limited Status Students Compared to Regular Graduate Students in Agriculture.

KARAGEUSIAN, MUGITCH A.
VT 000 342 ED 81
Exploration of the Problem of Training and Retraining the Unemployed. Summary Report, A Part of the Michigan Vocational Education Evaluation Project.

Page

KELLER, F. LOUISE
VT 000 096 ED 13
A Guide for Developing Occupational Programs in Home Economics Education.

KENOSHA TECHNICAL INST., WIS.
VT 000 024 63
Practical Nursing Research Project, 1947-1965.

KENTUCKY STATE DEPT. OF COMMERCE, FRANKFORT
VT 000 087 112
Employment Needs and Opportunities and General Appraisal of Present Education and Training Programs as Obtained from a Survey of Opinions of Personnel in Industry in a Twelve-County Area.

KENTUCKY STATE DEPT. OF EDUCATION FRANKFORT
VT 000 087 112
Employment Needs and Opportunities and General Appraisal of Present Education and Training Programs as Obtained from a Survey of Opinions of Personnel in Industry in a Twelve-County Area.

KENTUCKY UNIV., LEXINGTON. COLL. OF EDUCATION
VT 000 021 ED 125
Enrollment in Vocational Home Economics Programs in Kentucky. A Summary Report of the Research Study.

VT 000 087 112
Employment Needs and Opprtunities and General Appraisal of Present Education and Training Programs as Obtained from a Survey of Opinions of Personnel in Industry in a Twelve-County Area.

AUTHOR INDEX

Page

KENTUCKY UNIV., LEXINGTON. DEPT. OF HOME ECONOMICS EDUCATION
VT 000 023 ED 010 790 126
A Pilot Research Project of Techniques Used in Teaching a Unit on Child Development.

KUNTZ, ROBERT H.
VT 000 039 ED 111
A Study of the Effect of Selected Characteristics in Farm Mechanics Retraining Schools Under the Area Redevelopment Act in Oklahoma.

LAWSON, W. M.
VT 000 059 46
University-Fertilizer Industry Relationships. A Study of Communications Between the Division of Agricultural Sciences of the University of California and Representatives of the Fertilizer Industry.

LESLIE, JOHN D.
VT 000 086 12
Training Needs in Central Kentucky.

LESTER, H. T., JR.
VT 000 464 ED 116
A Comparison of the College Performance of Students Who Did and Those Who Did Not Study Vocational Agriculture in Georgia High Schools.

LOWE, CALVIN D.
VT 000 068 135
Distributive Education Bibliography.

LOWE, JOHN M.
VT 000 399 18
Institutional On-Farm Training Program, West Virginia, 1946-1963. Final Report.

Page

MALCOMNSON, JOHN L.
VT 000 038 42
A Survey of Non-Farm Agricultural Occupations in Monroe County, Michigan. A Report on the First Phase of a Comprehensive Study of Agricultural Occupations in Monroe County, Michigan.

MARYLAND UNIV., COLLEGE PARK. DEPT. OF AGRICULTURAL EXTENSION
VT 000 413 ED 49
Mechanical Competencies Needed for Employment in Farm Machinery Sales and Service and Farm Supplies and Equipment Businesses.

MASLEY, PHILIP T.
VT 001 267 ED 011 038 59
Curriculum Implications for Non-Farm Agricultural Employment in Connecticut.

MASON, CLARENCE C.
VT 000 016 5
A Study of Organization for the Administration of Vocational Education in Selected Michigan High Schools. A Summary Report. A Part of the Michigan Vocational Education Evaluation Report.

MCCOMAS, JAMES D.
VT 000 418 ED 50
Occupational Needs for Vocational and Technical Education for New Mexico. Summary.

MEADERS, O. DONALD
VT 000 019 39
A Survey of Occupations in Agricultural Businesses and Services of Six Northern Michigan Counties.

MICHIGAN BELL TELEPHONE CO., DETROIT
VT 000 911 90
A Programmed Course in General Electronics.

AUTHOR INDEX

Page

MICHIGAN STATE UNIV., EAST LANSING. BUREAU OF EDUCATIONAL RESEARCH SERVICES
VT 000 025 ED 64
Improving Vocational-Technical Education in the Top-O' Michigan Area.

VT 000 026 ED 010 791 65
Evaluation of Local Vocational Education Programs. A Manual for Administrators, Teachers, and Citizens.

VT 000 027 ED 66
Evaluating Vocational Education in the Public Schools. Final Report on the Project Entitled Development and Demonstration of Procedures for Evaluation of a Comprehensive Program of Vocational Education in the Public Schools.

VT 000 037 ED 41
Vocational Competencies Needed for Employment in the Feed Industry. A Report of Research Supported by the Michigan State All-University Research Fund, 1963-64.

MICHIGAN STATE UNIV., EAST LANSING. COLL. OF EDUCATION
VT 000 100 ED 010 794 68
Vocational Education in Michigan. The Final Report of the Michigan Vocational Education Evaluation Project.

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VT 000 088 ED 67
Attitudes and Beliefs About Homemaking and/or Home Economics Education in Michigan Secondary Schools.

MICHIGAN STATE UNIV., EAST LANSING. VOCATIONAL TEACHER EDUCATION SERVICES
VT 000 025 ED 64
Improving Vocational-Technical Education in the Top-O' Michigan Area.

Page

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION
VT 000 015 ED 4
High School Principals' Perceptions of Assistance Needed in Order to Develop More Adequate Programs for Employment-Bound Youth.

VT 000 016 5
A Study of Organization for the Administration of Vocational Education in Selected Michigan High Schools. A Summary Report. A Part of the Michigan Vocational Education Evaluation Report.

VT 000 028 ED 6
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VT 000 342 ED 81
Exploration of the Problem of Training and Retraining the Unemployed. Summary Report, A Part of the Michigan Vocational Education Evaluation Project.

MILLER, MARK
VT 000 007 ED 010 787 95
The Effects of Programmed Instruction on Attitude and Achievement.

MILLER, TEXTON R.
VT 000 033 ED 7
Teacher Adoption of a New Concept of Supervised Practice in Agriculture.

VT 000 558 ED 122
Attitudinal Changes Toward Adult Education During Student Teaching.

MINELLI, ERNEST L.
VT 000 453 ED 91
The Partnership Vocational Education Project, A New Program in Industrial-Technical Education, A Proposal Presented to and Accepted by the Ford Foundation.

AUTHOR INDEX

Page

MINNESOTA RESEARCH COORDINATION UNIT IN OCCUPATIONAL EDUCATION, MINNEAPOLIS
VT 000 907 ED 92
A Comparison of Mail-Techniques for Stimulating Interest in Occupational Education Research.

MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. VOCATIONAL SECTION
VT 000 093 ED 103
A Preferred Order for Studying Current Problems in Minnesota's Trade and Technical Program.

MITBY, NORMAN P.
VT 000 417 71
Health Occupations Education Centers "Facilities and Buildings."

MORNEWECK, CARL D.
VT 000 403 ED 19
Admission of High School Graduates of the Business Education Curriculum to Colleges and Universities.

MOSS, JEROME, JR.
VT 00C 002 107
Measuring Creative Abilities in Junior High School Industrial Arts.

VT 000 093 ED 103
A Preferred Order for Studying Current Problems in Minnesota's Trade and Technical Program.

VT 000 907 ED 92
A Comparison of Mail-Techniques for Stimulating Interest in Occupational Education Research.

NEVEL, F. PAUL
VT 000 038 42
A Survey of Non-Farm Agricultural Occupations in Monroe County, Michigan. A Report on the First Phase of a Comprehensive Study of Agricultural Occupations in Monroe County, Michigan.

Page

NEW MEXICO STATE DEPT. OF EDUCATION, DIV. OF VOCATIONAL EDUCATION
VT 000 418 ED 50
Occupational Needs for Vocational and Technical Education for New Mexico. Summary.

NEW MEXICO STATE UNIV., DEPT. OF AGRICULTURAL AND EXTENSION SERVICE
VT 000 347 16
The Area Vocational School. A Summary Report.

NEW MEXICO STATE UNIV., UNIVERSITY PARK. BUREAU OF EDUCATION RESEARCH
VT 000 418 ED 50
Occupational Needs for Vocational and Technical Education for New Mexico. Summary.

NEW YORK AGRICULTURAL EXPERIMENT STATION, ITHACA
VT 000 041 ED 43
Educational Needs of Beginning Dairy Farm Operators in New York, 1963.

NEW YORK STATE COLL. OF AGRICULTURE, ITHACA. AGRICULTURAL EDUCATION DIV.
VT 000 067 ED 010 793 9
An Annotated Bibliography for Young and Adult Farmer Education.

NEW YORK STATE COLL. OF AGRICULTURE, ITHACA. RURAL EDUCATION DEPT.
VT 000 044 ED 44
A Study of Off-Farm Agricultural Occupations in New York State.

NEW YORK UNIV., N.Y. DEPT. OF HOME ECONOMICS
VT 001 270 ED 82
Proceedings of the Conference on Buying and Consumption Practices of Low Income Families, New York University, February 14, 1964.

AUTHOR INDEX

Page

NORTH CAROLINA RESEARCH COORDINATING UNIT IN OCCUPATIONAL EDUCATION, RALEIGH
VT 000 558 ED 122
Attitudinal Changes Toward Adult Education During Student Teaching.

NORTH CAROLINA STATE UNIV., DEPT. OF AGRICULTURAL EDUCATION AND RURAL SOCIOLOGY
VT 000 406 ED 131
Relationships Among Selected Motivations Into Vocational Education.

VT 000 407 ED 114
Occupational Desires and Expectations of North Carolina High School Seniors.

VT 000 436 115
Occupational and Educational Plans of Vocational Agriculture Students in North Carolina, A Comparison with Other Students.

NORTH CAROLINA STATE UNIV., RALEIGH. DEPT. OF AGRICULTURAL EDUCATION
VT 000 033 ED 7
Teacher Adoption of a New Concept of Supervised Practice in Agriculture.

VT 000 558 ED 122
Attitudinal Changes Toward Adult Education During Student Teaching.

NORTHERN ARIZONA UNIV., FLAGSTAFF
VT 000 523 ED 23
A Study of Vocational Agriculture in the Schools of the Phoenix Union High School System.

NUNALEE, THOMAS H. III
VT 000 407 ED 114
Occupational Desires and Expectations of North Carolina High School Seniors.

Page

O'CONNELL, EDWARD J.
VT 000 408 96
1965 Farm Business Management Report and Individual Farm Business Analysis Guide.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS. VOCATIONAL AGRICULTURAL SCIENCE
VT 000 357 31
Preparing Students for Non-Farm Agricultural Occupations. Report of the Workshop, Program Planning, Agricultural Education 799B, Held at The Ohio State University, Columbus, Ohio, June 22 through July 10, 1964.

OHIO STATE DEPT. OF EDUCATION, DIV. OF ELEMENTARY AND SECONDARY EDUCATION
VT 000 397 113
A Survey of Industrial Arts Enrollments in Ohio Schools.

OHIO STATE UNIV., COLUMBUS. CENTER FOR VOCATIONAL AND TECHNICAL EDUATION
VT 000 077 ED 10
Report of a National Vocational Education Seminar on the Administration of Research, May 24 to 27, 1965.

VT 000 396 ED 89
Guidance in Vocational Education, Guidelines for Research and Practice. A Report of a National Interdisciplinary Seminar, January 12-14, 1966, Held at The Ohio State University, Columbus, Ohio.

VT 000 505 ED 011 030 52
Occupational Guidance for Off-Farm Agriculture.

VT 000 646 ED 011 032 24
Organizing to Provide Agricultural Education for Off-Farm Occupations.

AUTHOR INDEX

Page

VT 000 647 ED 011 033 25
Policy and Administrative Decisions Needed When Introducing Vocational and Technical Education in Agriculture for Off-Farm Occupations for Boards and Administrators of Local Schools, Area Schools, and Colleges.

VT 000 648 ED 011 034 26
Vocational and Technical Education in Agriculture for Off-Farm Occupations for Counselors, Teachers, Board Members, and Administrators at All Levels.

VT 000 649 ED 011 035 128
Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture.

OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION
VT 000 354 ED 17
Guidelines for the Development of Training Programs for Agricultural Technicians. A Research Report of a Graduate Study.

VT 000 355 ED 88
Integrating Biological Principles with Instruction in Vocational Agriculture. A Research Report of a Graduate Study.

VT 000 357 31
Preparing Students for Non-Farm Agricultural Occupations. Report of the Workshop, Program Planning, Agricultural Education 799B, Held at The Ohio State University, Columbus, Ohio, June 22 through July 10, 1964.

OHIO STATE UNIV., NATIONAL CENTER FOR AGRICULTURAL EDUCATION
VT 000 078 ED 11
Report of a National Seminar of Agricultural Education, "Preparing Agricultural Technicians," July 20 to 24, 1964.

Page

VT 000 460 104
Report of Second Research Coordination Conference on Agricultural Occupations. January 13-15, 1964, The Ohio State University, Columbus. Summarization Procedures, Guidelides for Pilot Programs.

O'KELLEY, G. L., JR.
VT 000 464 ED 116
A Comparison of the College Performance of Students Who Did and Those Who Did Not Study Vocational Agriculture in Georgia High Schools.

OKLAHOMA STATE BOARD FOR VOCATIONAL EDUCATION. DIV. OF ARA TRAINING
VT 000 039 ED 111
A Study of the Effect of Selected Characteristics in Farm Mechanics Retraining Schools Under the Area Redevelopment Act in Oklahoma.

OKLAHOMA STATE BOARD FOR VOCATIONAL EDUCATION, STILLWATER
VT 000 001 ED 010 786 35
The Present Occupational Status of Oklahoma High School Vocational Agriculture Graduates Over the Past Five Year Period from 1959 to 1963.

VT 000 045 ED 45
A Study of Employment Opportunities and Training Needs in Off-Farm Agricultural Occupations in Oklahoma.

OKLAHOMA STATE UNIV., STILLWATER
VT 000 045 ED 45
A Study of Employment Opportunities and Training Needs in Off-Farm Agricultural Occupations in Oklahoma.

AUTHOR INDEX

Page

OKLAHOMA STATE UNIV., STILLWATER. DEPT. OF AGRICULTURAL EDUCATION
VT 000 001 ED 010 786 35
The Present Occupational Status of Oklahoma High School Vocational Agriculture Graduates Over the Past Year Period From 1959 to 1963.

VT 000 039 ED 111
A Study of the Effect of Selected Characteristics in Farm Mechanics Retraining Schools Under the Area Redevelopment Act in Oklahoma.

VT 001 260 ED 27
Problems of Implementing Agricultural Occupations Programs in Twenty-Eight Selected Vocational Agriculture Departments

OKLAHOMA STATE UNIV., STILLWATER. RESEARCH FOUNDATION
VT 000 119 14
An Evaluation Study of the Jimma Agricultural Technical High School in Ethiopia.

OKLAHOMA VOCATIONAL RESEARCH COORDINATING UNIT, STILLWATER
VT 000 796 ED 56
Personnel Needs and Supply in Vocational Technical Education Above Local Teacher Level.

OLLENBURGER, ALVIN
VT 000 015 ED 4
High School Principals' Perceptions of Assistance Needed in Order to Develop More Adequate Programs for Employment-Bound Youth.

OPPENHEIM, IRENE
VT 001 270 ED 82
Proceedings of the Conference on Buying and Consumption Practices of Low Income Families, New York University, February 14, 1964.

Page

PASOUR, HENRY
VT 000 558 ED 122
Attitudinal Changes Toward Adult Education During Student Teaching.

PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION, DIV. OF AGRICULTURAL EDUCATION
VT 000 402 ED 48
Off-Farm Agricultural Occupations in Pennsylvania, Employment Opportunities and Technical Education Needs.

PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION, HARRISBURG
VT 000 403 ED 19
Admission of High School Graduates of the Business Education Curriculum to Colleges and Universities.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. DEPT. OF AGRICULTURAL EDUCATION
VT 000 004 36
Technical Education Needs of Persons Engaged in Agricultural Occupations. A Preliminary Report of the Pennsylvania Study of Agricultural Occupations.

VT 000 402 ED 48
Off-Farm Agricultural Occupations in Pennsylvania, Employment Opportunities and Technical Education Needs.

PHILADELPHIA SCHOOL DISTRICT, PA.
VT 000 344 15
Vocational Education Today and Tomorrow. A Conference on Vocational Education, February 25-26, 1966.

PHIPPS, LLOYD J. AND OTHERS
VT 000 010 ED 010 788 85
Pilot Programs in Agricultural Education. Illinois Agricultural Education Curriculum Research Project. Interim Report.

AUTHOR INDEX

Page

REGAN, MARY C.
VT 000 035 ED 110
The Entering Student, College of Agriculture. A Study of the Backgrounds, Motivations, and Goals of Entering Students in the College of Agriculture at Davis in 1963 and 1964.

RIGHTHAND, HERBERT
VT 000 343 47
Connecticut's Need for Technicians, 1963-1973.

ROSENQUIST, BARBARA
VT 000 007 ED 010 787 95
The Effects of Programmed Instruction on Attitude and Achievement.

ST. CLOUD AREA VOCATIONAL-TECHNICAL SCHOOL, MINN. DEPT. OF AGRICULTURE
VT 000 408 96
1965 Farm Business Management Report and Individual Farm Business Analysis Guide.

SECRETARY OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D. C.
VT 000 960 75
Education and Training, The Bridge Between Man and His Work. Third Annual Report ... to the Congress on Training Activities Under the Manpower Development and Training Act.

SHOEMAKER, LOUISE PROEHL
VT 001 154 32
Parent and Family Life Education for Low-Income Families, A Guide for Leaders.

SIEGENTHALER, IRVIN E.
VT 000 119 14
An Evaluation Study of the Jimma Agricultural Technical High School in Ethiopia.

Page

SIMPSON, RUBY AND OTHERS
VT 000 021 ED 125
Enrollment in Vocational Home Economics Programs in Kentucky. A Summary Report of the Research Study.

SLAUGHTER, D. FRENCH, JR. AND OTHERS
VT 000 448 22
Vocational and Technical Education in Virginia, Present and Future Needs. Report to the Governor and the General Assembly of Virginia.

SMITH, HAROLD T.
VT 000 410 ED 20
Education and Training for the World of Work, A Vocational Education Program for the State of Michigan.

SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA
VT 000 096 ED 13
A Guide for Developing Occupational Programs in Home Economics Education.

SPINDLETOP RESEARCH, LEXINGTON, KY.
VT 000 086 12
Training Needs in Central Kentucky.

STARLING, JOHN T.
VT 000 355 ED 88
Integrating Biological Principles with Instruction in Vocational Agriculture. A Research Report of a Graduate Study.

STEVENS, GLENN Z.
VT 000 505 ED 011 030 52
Occupational Guidance for Off-Farm Agriculture.

AUTHOR INDEX

Page

STEVENSON, WILLIAM W.
VT 000 045 ED 45
A Study of Employment Opportunities and Training Needs in Off-Farm Agricultural Occupations in Oklahoma.

VT 000 796 ED 56
Personnel Needs and Supply in Vocational Technical Education Above Local Teacher Level.

TEMPLE UNIV., PHILADELPHIA. EDUCATIONAL SERVICE BUREAU
VT 000 421 ED 21
Post High School Distributive Education in Bucks County, Pennsylvania. A Feasibility Study.

TEXAS EDUCATION AGENCY, AUSTIN
VT 000 063 ED 010 792 79
Study of Illiteracy in Texas as Related to Vocational Education.

THOMPSON, O. E.
VT 000 034 ED 109
The Agricultural Student. A Restudy of Students Who Enrolled as Freshmen, Fall, 1960, in the College of Agriculture, University of California, Davis.

VT 000 035 ED 110
The Entering Student, College of Agriculture. A Study of the Backgrounds, Motivations, and Goals of Entering Students in the College of Agriculture at Davis in 1963 and 1964.

VT 000 059 46
University-Fertilizer Industry Relationships. A Study of Communications Between the Division of Agricultural Sciences of the University of California and Representatives of the Fertilizer Industry.

Page

U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C.
VT 000 960 75
Education and Training, The Bridge Between Man and His Work. Third Annual Report ... to the Congress on Training Activities Under the Manpower Development and Training Act.

UPJOHN (W. E.) INST. FOR EMPLOYMENT RESEARCH, KALAMAZOO, MICH.
VT 000 410 ED 20
Education and Training for the World of Work, A Vocational Education Program for the State of Michigan.

UTAH STATE DEPT. OF PUBLIC INSTRUCTION, SALT LAKE CITY. VOCATIONAL EDUCATION DIV.
VT 000 068 135
Distributive Education Bibliography.

VALENTINE, C. GLENN
VT 000 911 90
A Programmed Course in General Electronics.

VAN DYKE, ROBERT S.
VT 000 028 ED 6
A Follow-Up Study of the Attitudes of Local Administrators Regarding the Financing of Vocational Education in Michigan.

VIRGINIA COMMISSION ON VOCATIONAL EDUCATION, RICHMOND
VT 000 448 22
Vocational and Technical Education in Virginia, Present and Future Needs. Report to the Governor and the General Assembly of Virginia.

AUTHOR INDEX

Page

VOCATIONAL RESEARCH COORDINATING UNIT, STILLWATER, OKLAHOMA
VT 001 260 ED 27
Problems of Implementing Agricultural Occupations Programs in Twenty-Eight Selected Vocational Agriculture Departments.

VOSSBRINK, META
VT 000 088 ED 67
Attitudes and Beliefs About Homemaking and/or Home Economics Education in Michigan Secondary Schools.

WASHINGTON DEPT. OF EMPLOYMENT SECURITY, SEATTLE
VT 000 020 40
Occupational Trends in Health Care Industries, King County 1965-1970.

WASHINGTON STATE BOARD FOR VOCATIONAL EDUCATION, OLYMPIA
VT 000 020 40
Occupational Trends in Health Care Industries, King County 1965-1970.

WENRICH, RALPH C.
VT 000 015 ED 4
High School Principals' Perceptions of Assistance Needed in Order to Develop More Adequate Programs for Employment-Bound Youth.

VT 000 028 ED 6
A Follow-Up Study of the Attitudes of Local Administrators Regarding the Financing of Vocational Education in Michigan.

WEST VIRGINIA STATE DEPT. OF EDUCATION, CHARLESTON. VOCATIONAL AGRICULTURAL SERVICE
VT 000 399 18
Institutional On-Farm Training Program, West Virginia, 1946-1963. Final Report.

Page

WILLEY, DARRELL S.
VT 000 418 ED 50
Occupational Needs for Vocational and Technical Education for New Mexico. Summary.

WISCONSIN STATE BOARD OF VOCATIONAL AND ADULT EDUCATION, MADISON
VT 000 014 108
Post-High School Vocational-Technical Education in Wisconsin. An Analysis of Enrollment Increases in Post High School Terminal Technical Programs During 1963-64 in Wisconsin Schools of Vocational, Technical, and Adult Education.

WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON
VT 000 345 99
Professional Growth Week. Minutes of Conference Held at American Baptist Assembly, Green Lake, Wisconsin, August 23-27, 1966.

WISCONSIN STATE EMPLOYMENT SERVICE, MADISON
VT 001 127 58
Occupational Potential of Menominee County, Wisconsin, 1966.

VT 001 144 60
Manpower Resources of Taylor County, Wisconsin.

WOLF, WILLARD H., ED.
VT 000 357 31
Preparing Students for Non-Farm Agricultural Occupations. Report of the Workshop, Program Planning, Agricultural Education 799B, Held at The Ohio State University, Columbus, Ohio, June 22 through July 10, 1964.

AUTHOR INDEX

Page

WOODIN, RALPH J.
VT 000 354 ED 17
Guidelines for the Development of Training Programs for Agricultural Technicians. A Research Report of a Graduate Study.

WYOMING STATE DEPT. OF EDUCATION, CHEYENNE
VT 000 008 37
The Role of Distributive Education. Developing Future Leaders for Marketing and Distribution.

DOCUMENT NUMBER INDEX

Page

VT 000 000 ED 010 785 3
Central States Seminar in Agricultural Education, Sheraton-Chicago Hotel, Chicago, Illinois, March 14-17, 1966. Theme, Implementing the Vocational Education Act of 1963.

VT 000 001 ED 010 786 35
The Present Occupational Status of Oklahoma High School Vocational Agriculture Graduates Over the Past Five Year Period From 1959 to 1963.

VT 000 002 107
Measuring Creative Abilities in Junior High School Industrial Arts.

VT 000 004 36
Technical Education Needs of Persons Engaged in Agricultural Occupations. A Preliminary Report of the Pennsylvania Study of Agricultural Occupations.

VT 000 007 ED 010 787 95
The Effects of Programmed Instruction on Attitude and Achievement.

VT 000 008 37
The Role of Distributive Education. Developing Future Leaders for Marketing and Distribution.

VT 000 010 ED 010 788 85
Pilot Programs in Agricultural Education. Illinois Agricultural Education Curriculum Research Project. Interim Report.

Page

VT 000 011 ED 010 789 38
Identification of Off-Farm Agricultural Occupations, Present and Projected Employment. A Preliminary Report of the Delaware Study of Agricultural Occupations Other Than Farming.

VT 000 014 108
Post-High School Vocational-Technical Education in Wisconsin. An Analysis of Enrollment Increases in Post High School Terminal Technical Programs During 1963-64 in Wisconsin Schools of Vocational, Technical, and Adult Education.

VT 000 015 ED 4
High School Principals' Perceptions of Assistance Needed in Order to Develop More Adequate Programs for Employment-Bound Youth.

VT 000 016 5
A Study of Organization for the Administration of Vocational Education in Selected Michigan High Schools. A Summary Report. A Part of the Michigan Vocational Education Evaluation Report.

VT 000 019 39
A Survey of Occupations in Agricultural Businesses and Services of Six Northern Michigan Counties.

VT 000 020 40
Occupational Trends in Health Care Industries, King County 1965-1970.

VT 000 021 ED 125
Enrollment in Vocational Home Economics Programs in Kentucky. A Summary Report of the Research Study.

DOCUMENT NUMBER INDEX

Page

VT 000 023 ED 010 790 126
A Pilot Research Project of Techniques Used in Teaching a Unit on Child Development.

VT 000 024 63
Practical Nursing Research Project, 1947-1965.

VT 000 025 ED 64
Improving Vocational-Technical Education in the Top-O' Michigan Area.

VT 000 026 ED 010 791 65
Evaluation of Local Vocational Education Programs. A Manual for Administrators, Teachers, and Citizens.

VT 000 027 ED 66
Evaluating Vocational Education in the Public Schools. Final Report on the Project Entitled Development and Demonstration of Procedures for Evaluation of a Comprehensive Program of Vocational Education in the Public Schools.

VT 000 028 ED 6
A Follow-Up Study of the Attitudes of Local Administrators Regarding the Financing of Vocational Education in Michigan.

VT 000 030 86
Cooperative Supervised Job Training Program. An Interim Evaluation.

VT 000 033 ED 7
Teacher Adoption of a New Concept of Supervised Practice in Agriculture.

Page

VT 000 034 ED 109
The Agricultural Student. A Restudy of Students Who Enrolled as Freshmen, Fall, 1960, in the College of Agriculture, University of California, Davis.

VT 000 035 ED 110
The Entering Student, College of Agriculture. A Study of the Backgrounds, Motivations, and Goals of Entering Students in the College of Agriculture at Davis in 1963 and 1964.

VT 000 036 ED 119
A Study of the Performance of Limited Status Students Compared to Regular Graduate Students in Agriculture.

VT 000 037 ED 41
Vocational Competencies Needed for Employment in the Feed Industry. A Report of Research Supported by the Michigan State All-University Research Fund, 1963-64.

VT 000 038 42
A Survey of Non-Farm Agricultural Occupations in Monroe County, Michigan. A Report on the First Phase of a Comprehensive Study of Agricultural Occupations in Monroe County, Michigan.

VT 000 039 ED 111
A Study of the Effect of Selected Characteristics in Farm Mechanics Retraining Schools Under the Area Redevelopment Act in Oklahoma.

VT 000 041 ED 43
Educational Needs of Beginning Dairy Farm Operators in New York, 1963.

DOCUMENT NUMBER INDEX

Page

VT 000 044 ED 44
A Study of Off-Farm Agricultural Occupations in New York State.

VT 000 045 ED 45
A Study of Employment Opportunities and Training Needs in Off-Farm Agricultural Occupations in Oklahoma.

VT 000 054 ED 8
The Jackson County Schools Vocational Education Research Project. A Supplement.

VT 000 059 46
University-Fertilizer Industry Relationships. A Study of Communications Between the Division of Agricultural Sciences of the University of California and Representatives of the Fertilizer Industry.

VT 000 063 ED 010 792 79
Study of Illiteracy in Texas as Related to Vocational Education.

VT 000 065 80
Research Project. Experimental Program 00018.

VT 000 067 ED 010 793 9
An Annotated Bibliography for Young and Adult Farmer Education.

VT 000 068 135
Distributive Education Bibliography.

VT 000 075 87
The Job Entry Curriculum. Prepared for Experimental Program Developers Emphasizing Distributive Education.

Page

VT 000 077 ED 10
Report of a National Vocational Education Seminar on the Administration of Research, May 24 to 27, 1965.

VT 000 078 ED 11
Report of a National Seminar of Agricultural Education, "Preparing Agricultural Technicians," July 20 to 24, 1964.

VT 000 082 ED 120
The Role of Distributive Teacher Educators in Adult Education.

VT 000 086 12
Training Needs in Central Kentucky.

VT 000 087 112
Employment Needs and Opportunities and General Appraisal of Present Education and Training Programs as Obtained from a Survey of Opinions of Personnel in Industry in a Twelve-County Area.

VT 000 088 ED 67
Attitudes and Beliefs About Homemaking and/or Home Economics Education in Michigan Secondary Schools.

VT 000 093 ED 103
A Preferred Order for Studying Current Problems in Minnesota's Trade and Technical Program.

VT 000 096 ED 13
A Guide for Developing Occupational Programs in Home Economics Education.

DOCUMENT NUMBER INDEX

Page

VT 000 100 ED 010 794 68
Vocational Education in Michigan. The Final Report of the Michigan Vocational Education Evaluation Project.

VT 000 119 14
An Evaluation Study of the Jimma Agricultural Technical High School in Ethiopia.

VT 000 342 ED 81
Exploration of the Problem of Training and Retraining the Unemployed. Summary Report, A Part of the Michigan Vocational Education Evaluation Project.

VT 000 343 47
Connecticut's Need for Technicians, 1963-1973.

VT 000 344 15
Vocational Education Today and Tomorrow. A Conference on Vocational Education, February 25-26, 1966.

VT 000 345 99
Professional Growth Week. Minutes of Conference Held at American Baptist Assembly, Green Lake, Wisconsin, August 23-27, 1966.

VT 000 347 16
The Area Vocational School. A Summary Report.

VT 000 354 ED 17
Guidelines for the Development of Training Programs for Agricultural Technicians. A Research Report of a Graduate Study.

Page

VT 000 355 ED 88
Integrating Biological Principles with Instruction in Vocational Agriculture. A Research Report of a Graduate Study.

VT 000 357 31
Preparing Students for Non-Farm Agricultural Occupations. Report of the Workshop, Program Planning, Agricultural Education 799B, Held at The Ohio State University, Columbus, Ohio, June 22 through July 10, 1964.

VT 000 395 ED 100
Report of the California State Conference on Vocational Education, January 11-12, 1965, Los Angeles.

VT 000 396 ED 89
Guidance in Vocational Education, Guidelines for Research and Practice. A Report of a National Interdisciplinary Seminar, January 12-14, 1966, Held at The Ohio State University, Columbus, Ohio.

VT 000 397 113
A Survey of Industrial Arts Enrollments in Ohio Schools.

VT 000 399 18
Institutional On-Farm Training Program, West Virginia, 1946-1963. Final Report.

VT 000 402 ED 48
Off-Farm Agricultural Occupations in Pennsylvania, Employment Opportunities and Technical Education Needs.

Page

VT 000 403 ED 19
Admission of High School Graduates of the Business Education Curriculum to Colleges and Universities.

VT 000 406 ED 131
Relationships Among Selected Motivations Into Vocational Education.

VT 000 407 ED 114
Occupational Desires and Expectations of North Carolina High School Seniors.

VT 000 408 96
1965 Farm Business Management Report and Individual Farm Business Analysis Guide.

VT 000 410 ED 20
Education and Training for the World of Work, A Vocational Education Program for the State of Michigan.

VT 000 413 ED 49
Mechanical Competencies Needed for Employment in Farm Machinery Sales and Service and Farm Supplies and Equipment Businesses.

VT 000 417 71
Health Occupations Education Centers "Facilities and Buildings."

VT 000 418 ED 50
Occupational Needs for Vocational and Technical Education for New Mexico. Summary.

VT 000 419 ED 121
Report on the Workshop for Teachers of Vocational Nursing, Fresno, April 8-11, 1963.

Page

VT 000 421 ED 21
Post High School Distributive Education in Bucks County, Pennsylvania. A Feasibility Study.

VT 000 434 127
Illinois Agricultural Education Curriculum Research Project, Pilot Programs in Agricultural Education. Final Report.

VT 000 435 72
Agricultural Mechanics Shops in Modern Secondary Schools.

VT 000 436 ED 115
Occupational and Educational Plans of Vocational Agriculture Students in North Carolina, A Comparison with Other Students.

VT 000 448 22
Vocational and Technical Education in Virginia, Present and Future Needs. Report to the Governor and the General Assembly of Virginia.

VT 000 453 ED 91
The Partnership Vocational Education Project, A New Program in Industrial-Technical Education, A Proposal Presented to and Accepted by the Ford Foundation.

VT 000 460 104
Report of Second Research Coordination Conference on Agricultural Occupations. January 13-15, 1964, The Ohio State University, Columbus. Summarization Procedures, Guidelines for Pilot Programs.

DOCUMENT NUMBER INDEX

Page

VT 000 462 — 51
A Study to Determine the Effectiveness of Utah's Public Supported Vocational-Technical Education Program in Meeting the Training Needs of Business and Industry, With Special Emphasis on Programs Designed to Upgrade the Skills of the Existing Work Force.

VT 000 464 ED — 116
A Comparison of the College Performance of Students Who Did and Those Who Did Not Study Vocational Agriculture in Georgia High Schools.

VT 000 505 ED 011 030 — 52
Occupational Guidance for Off-Farm Agriculture.

VT 000 523 ED — 23
A Study of Vocational Agriculture in the Schools of the Phoenix Union High School System.

VT 000 554 ED — 53
The Development of a Work Orientation Program for Home Economics Related Occupations, 1964-1966.

VT 000 558 ED — 122
Attitudinal Changes Toward Adult Education During Student Teaching.

VT 000 606 — 54
A Survey to Determine the Need for Auto Body Workers in Connecticut.

VT 000 617 — 55
A Statewide Survey of the Manpower Needs in the Fisheries Occupations in Connecticut.

Page

VT 000 646 ED 011 032 — 24
Organizing to Provide Agricultural Education for Off-Farm Occupations.

VT 000 647 ED 011 033 — 25
Policy and Administrative Decisions Needed When Introducing Vocational and Technical Education in Agriculture for Off-Farm Occupations for Boards and Administrators of Local Schools, Area Schools, and Colleges.

VT 000 648 ED 011 034 — 26
Vocational and Technical Education in Agriculture for Off-Farm Occupations for Counselors, Teachers, Board Members, and Administrators at All Levels.

VT 000 649 ED 011 035 — 128
Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture.

VT 000 796 ED — 56
Personnel Needs and Supply in Vocational Technical Education Above Local Teacher Level.

VT 000 859 ED — 57
Occupations in Colorado, Part II, Outlook by Denver Area Occupations.

VT 000 907 ED — 92
A Comparison of Mail-Techniques for Stimulating Interest in Occupational Education Research.

VT 000 911 — 90
A Programmed Course in General Electronics.

DOCUMENT NUMBER INDEX

Page

VT 000 960 75
Education and Training, The Bridge Between Man and His Work. Third Annual Report ... to the Congress on Training Activities Under the Manpower Development and Training Act.

VT 001 127 58
Occupational Potential of Menominee County, Wisconsin, 1966.

VT 001 144 60
Manpower Resources of Taylor County, Wisconsin.

VT 001 154 32
Parent and Family Life Education for Low-Income Families, A Guide for Leaders.

VT 001 260 ED 27
Problems of Implementing Agricultural Occupations Programs in Twenty-Eight Selected Vocational Agriculture Departments.

VT 001 267 ED 011 038 59
Curriculum Implications for Non-Farm Agricultural Employment in Connecticut.

VT 001 270 ED 82
Proceedings of the Conference on Buying and Consumption Practices of Low Income Families, New York University, February 14, 1964.

VT 001 429 28
Leadership for Vocational Education in California, Theory and Practice of Program Development. Report of the State Conference, Playa Del Rey, California, May 10-11, 1966.

CONVERSION OF DOCUMENT NUMBER INDEX

VT NUMBERS CONVERTED TO ED NUMBERS

VT 000 000	ED 010 785
VT 000 001	ED 010 786
VT 000 007	ED 010 787
VT 000 010	ED 010 788
VT 000 011	ED 010 789
VT 000 023	ED 010 790
VT 000 026	ED 010 791
VT 000 063	ED 010 792
VT 000 067	ED 010 793
VT 000 100	ED 010 794
VT 000 505	ED 011 030
VT 000 646	ED 011 032
VT 000 647	ED 011 033
VT 000 648	ED 011 034
VT 000 649	ED 011 035
VT 001 267	ED 011 038

ED NUMBERS CONVERTED TO VT NUMBERS

ED 010 785	VT 000 000
ED 010 786	VT 000 001
ED 010 787	VT 000 007
ED 010 788	VT 000 010
ED 010 789	VT 000 011
ED 010 790	VT 000 023
ED 010 791	VT 000 026
ED 010 792	VT 000 063
ED 010 793	VT 000 067
ED 010 794	VT 000 100
ED 011 030	VT 000 505
ED 011 032	VT 000 646
ED 011 033	VT 000 647
ED 011 034	VT 000 648
ED 011 035	VT 000 649
ED 011 038	VT 001 267

VOCATIONAL AND SUPPORTING SERVICES INDEX

Page

AGRICULTURAL EDUCATION

VT 000 000 ED 010 785 — 3
Central States Seminar in Agricultural Education, Sheraton-Chicago Hotel, Chicago, Illinois, March 14-17, 1966. Theme, Implementing the Vocational Education Act of 1963.

VT 000 001 ED 010 786 — 35
The Present Occupational Status of Oklahoma High School Vocational Agriculture Graduates Over the Past Five Year Period From 1959 to 1963.

VT 000 004 — 36
Technical Education Needs of Persons Engaged in Agricultural Occupations. A Preliminary Report of the Pennsylvania Study of Agricultural Occupations.

VT 000 010 ED 010 788 — 85
Pilot Programs in Agricultural Education. Illinois Agricultural Education Curriculum Research Project. Interim Report.

VT 000 011 ED 010 789 — 38
Identification of Off-Farm Agricultural Occupations, Present and Projected Employment. A Preliminary Report of the Delaware Study of Agricultural Occupations Other Than Farming.

VT 000 019 — 39
A Survey of Occupations in Agricultural Businesses and Services of Six Northern Michigan Counties.

VT 000 033 ED — 7
Teacher Adoption of a New Concept of Supervised Practice in Agriculture.

VT 000 034 ED — 109
The Agricultural Student. A Restudy of Students Who Enrolled as Freshmen, Fall, 1960, in the College of Agriculture, University of California, Davis.

Page

VT 000 035 ED — 110
The Entering Student, College of Agriculture. A Study of the Backgrounds, Motivations, and Goals of Entering Students in the College of Agriculture at Davis in 1963 and 1964.

VT 000 036 ED — 119
A Study of the Performance of Limited Status Students Compared to Regular Graduate Students in Agriculture.

VT 000 037 ED — 41
Vocational Competencies Needed for Employment in the Feed Industry. A Report of Research Supported by the Michigan State All-University Research Fund, 1963-64.

VT 000 038 — 42
A Survey of Non-Farm Agricultural Occupations in Monroe County, Michigan. A Report on the First Phase of a Comprehensive Study of Agricultural Occupations in Monroe County, Michigan.

VT 000 039 ED — 111
A Study of the Effect of Selected Characteristics in Farm Mechanics Retraining Schools Under the Area Redevelopment Act in Oklahoma.

VT 000 041 ED — 43
Educational Needs of Beginning Dairy Farm Operators in New York, 1963.

VT 000 044 ED — 44
A Study of Off-Farm Agricultural Occupations in New York State.

VT 000 045 ED — 45
A Study of Employment Opportunities and Training Needs in Off-Farm Agricultural Occupations in Oklahoma.

VT 000 054 ED — 8
The Jackson County Schools Vocational Education Research Project. A Supplement.

AGRICULTURAL EDUCATION (CONTINUED)

Page

VT 000 059 46
University-Fertilizer Industry Relationships. A Study of Communications Between the Division of Agricultural Sciences of the University of California and Representatives of the Fertilizer Industry.

VT 000 067 ED 010 793 9
An Annotated Bibliography for Young and Adult Farmer Education.

VT 000 078 ED 11
Report of a National Seminar of Agricultural Education, "Preparing Agricultural Technicians," July 20 to 24, 1964.

VT 000 119 14
An Evaluation Study of the Jimma Agricultural Technical High School in Ethiopia.

VT 000 354 ED 17
Guidelines for the Development of Training Programs for Agricultural Technicians. A Research Report of a Graduate Study.

VT 000 355 ED 88
Integrating Biological Principles with Instruction in Vocational Agriculture. A Research Report of a Graduate Study.

VT 000 357 31
Preparing Students for Non-Farm Agricultural Occupations. Report of the Workshop, Program Planning, Agricultural Education 799B, Held at The Ohio State University, Columbus, Ohio, June 22 through July 10, 1964.

VT 000 399 18
Institutional On-Farm Training Program, West Virginia, 1946-1963. Final Report.

VT 000 402 ED 48
Off-Farm Agricultural Occupations in Pennsylvania, Employment Opportunities and Technical Education Needs.

Page

VT 000 407 ED 114
Occupational Desires and Expectations of North Carolina High School Seniors.

VT 000 408 96
1965 Farm Business Management Report and Individual Farm Business Analysis Guide.

VT 000 413 ED 49
Mechanical Competencies Needed for Employment in Farm Machinery Sales and Service and Farm Supplies and Equipment Businesses.

VT 000 434 127
Illinois Agricultural Education Curriculum Research Project, Pilot Programs in Agricultural Education. Final Report.

VT 000 435 72
Agricultural Mechanics Shops in Modern Secondary Schools.

VT 000 436 ED 115
Occupational and Educational Plans of Vocational Agriculture Students in North Carolina, A Comparison with Other Students.

VT 000 460 104
Report of Second Research Coordination Conference on Agricultural Occupations. January 13-15, 1964, The Ohio State University, Columbus. Summarization Procedures, Guidelines for Pilot Programs.

VT 000 464 ED 116
A Comparison of the College Performance of Students Who Did and Those Who Did Not Study Vocational Agriculture in Georgia High Schools.

VT 000 505 ED 011 030 52
Occupational Guidance for Off-Farm Agriculture.

VT 000 523 ED 23
A Study of Vocational Agriculture in the Schools of the Phoenix Union High School System.

AGRICULTURAL EDUCATION (CONTINUED) Page

VT 000 558 ED 122
Attitudinal Changes Toward Adult Education During Student Teaching.

VT 000 646 ED 011 032 24
Organizing to Provide Agricultural Education for Off-Farm Occupations.

VT 000 647 ED 011 033 25
Policy and Administrative Decisions Needed When Introducing Vocational and Technical Education in Agriculture for Off-Farm Occupations for Boards and Administrators of Local Schools, Area Schools, and Colleges.

VT 000 648 ED 011 034 26
Vocational and Technical Education in Agriculture for Off-Farm Occupations for Counselors, Teachers, Board Members, and Administrators at All Levels.

VT 000 649 ED 011 035 128
Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture.

VT 001 260 ED 27
Problems of Implementing Agricultural Occupations Programs in Twenty-Eight Selected Vocational Agriculture Departments.

VT 001 267 ED 011 038 59
Curriculum Implications for Non-Farm Agricultural Employment in Connecticut.

BUSINESS AND OFFICE EDUCATION
VT 000 403 ED 19
Admission of High School Graduates of the Business Education Curriculum to Colleges and Universities.

DISTRIBUTIVE EDUCATION
VT 000 008 37
The Role of Distributive Education. Developing Future Leaders for Marketing and Distribution.

Page

VT 000 068 135
Distributive Education Bibliography.

VT 000 075 87
The Job Entry Curriculum. Prepared for Experimental Program Developers Emphasizing Distributive Education.

VT 000 082 ED 120
The Role of Distributive Teacher Educators in Adult Education.

VT 000 421 ED 21
Post High School Distributive Education in Bucks County, Pennsylvania. A Feasibility Study.

HEALTH OCCUPATIONS EDUCATION
VT 000 020 40
Occupational Trends in Health Care Industries, King County 1965-1970.

VT 000 024 63
Practical Nursing Research Project, 1947-1965.

VT 000 417 71
Health Occupations Education Centers "Facilities and Buildings."

VT 000 419 ED 121
Report on the Workshop for Teachers of Vocational Nursing, Fresno, April 8-11, 1963.

HOME ECONOMICS EDUCATION
VT 000 021 ED 125
Enrollment in Vocational Home Economics Programs in Kentucky. A Summary Report of the Research Study.

VT 000 023 ED 010 790 126
A Pilot Research Project of Techniques Used in Teaching a Unit on Child Development.

HOME ECONOMICS EDUCATION (CONT.) Page

VT 000 088 ED 67
Attitudes and Beliefs About Homemaking and/or Home Economics Education in Michigan Secondary Schools.

VT 000 096 ED 13
A Guide for Developing Occupational Programs in Home Economics Education.

VT 000 554 ED 53
The Development of a Work Orientation Program for Home Economics Related Occupations, 1964-1966.

VT 001 154 32
Parent and Family Life Education for Low-Income Families, A Guide for Leaders.

VT 001 270 ED 82
Proceedings of the Conference on Buying and Consumption Practices of Low Income Families, New York University, February 14, 1964.

INDUSTRIAL ARTS EDUCATION

VT 000 002 107
Measuring Creative Abilities in Junior High School Industrial Arts.

VT 000 397 113
A Survey of Industrial Arts Enrollments in Ohio Schools.

LABOR ECONOMICS

VT 000 617 55
A Statewide Survey of the Manpower Needs in the Fisheries Occupations in Connecticut.

VT 001 127 58
Occupational Potential of Menominee County, Wisconsin, 1966.

VT 001 144 60
Manpower Resources of Taylor County, Wisconsin.

Page

TECHNICAL EDUCATION

VT 000 462 51
A Study to Determine the Effectiveness of Utah's Public Supported Vocational-Technical Education Program in Meeting the Training Needs of Business and Industry, With Special Emphasis on Programs Designed to Upgrade the Skills of the Existing Work Force.

TRADE AND INDUSTRIAL EDUCATION

VT 000 093 ED 103
A Preferred Order for Studying Current Problems in Minnesota's Trade and Technical Program.

VT 000 606 54
A Survey to Determine the Need for Auto Body Workers in Connecticut.

VT 000 911 90
A Programmed Course in General Electronics.

GENERAL VOCATIONAL AND TECHNICAL EDUCATION

VT 000 007 ED 010 787 95
The Effects of Programmed Instruction on Attitude and Achievement.

VT 000 014 108
Post-High School Vocational-Technical Education in Wisconsin. An Analysis of Enrollment Increases in Post High School Terminal Technical Programs During 1963-64 in Wisconsin Schools of Vocational, Technical, and Adult Education.

VT 000 015 ED 4
High School Principals' Perceptions of Assistance Needed in Order to Develop More Adequate Programs for Employment-Bound Youth.

VT 000 016 5
A Study of Organization for the Administration of Vocational Education in Selected Michigan High Schools. A Summary Report. A Part of the Michigan Vocational Education Evaluation Report.

GENERAL VOCATIONAL AND TECHNICAL EDUCATION (CONTINUED) Page

VT 000 025 ED 64
Improving Vocational-Technical Education in the Top-O' Michigan Area.

VT 000 026 ED 010 791 65
Evaluation of Local Vocational Education Programs. A Manual for Administrators, Teachers, and Citizens.

VT 000 027 ED 66
Evaluating Vocational Education in the Public Schools. Final Report on the Project Entitled Development and Demonostration of Procedures for Evaluation of a Comprehensive Program of Vocational Education in the Public Schools.

VT 000 028 ED 6
A Follow-Up Study of the Attitudes of Local Administrators Regarding the Financing of Vocational Education in Michigan.

VT 000 030 86
Cooperative Supervised Job Training Program. An Interim Evaluation.

VT 000 063 ED 010 792 79
Study of Illiteracy in Texas as Related to Vocational Education.

VT 000 065 80
Research Project. Experimental Program 00018.

VT 000 077 ED 10
Report of a National Vocational Education Seminar on the Administration of Research, May 24 to 27, 1965.

VT 000 086 12
Training Needs in Central Kentucky.

Page

VT 000 087 112
Employment Needs and Opportunities and General Appraisal of Present Education and Training Programs as Obtained from a Survey of Opinions of Personnel in Industry in a Twelve-County Area.

VT 000 100 ED 010 794 68
Vocational Education in Michigan. The Final Report of the Michigan Vocational Education Evaluation Project.

VT 000 342 ED 81
Exploration of the Problem of Training and Retraining the Unemployed. Summary Report, A Part of the Michigan Vocational Education Evaluation Project.

VT 000 343 47
Connecticut's Need for Technicians, 1963-1973.

VT 000 344 15
Vocational Education Today and Tomorrow. A Conference on Vocational Education, February 25-26, 1966.

VT 000 345 99
Professional Growth Week. Minutes of Conference Held at American Baptist Assembly, Green Lake, Wisconsin, August 23-27, 1966.

VT 000 347 16
The Area Vocational School. A Summary Report.

VT 000 395 ED 100
Report of the California State Conference on Vocational Education, January 11-12, 1965, Los Angeles.

VT 000 396 ED 89
Guidance in Vocational Education, Guidelines for Research and Practice. A Report of a National Interdisciplinary Seminar, January 12-14, 1966, Held at The Ohio State University, Columbus, Ohio.

GENERAL VOCATIONAL AND TECHNICAL EDUCATION (CONTINUED) — Page

VT 000 406 ED — 131
Relationships Among Selected Motivations Into Vocational Education.

VT 000 410 ED — 20
Education and Training for the World of Work, A Vocational Education Program for the State of Michigan.

VT 000 418 ED — 50
Occupational Needs for Vocational and Technical Education for New Mexico. Summary.

VT 000 448 — 22
Vocational and Technical Education in Virginia, Present and Future Needs. Report to the Governor and the General Assembly of Virginia.

VT 000 453 ED — 91
The Partnership Vocational Education Project, A New Program in Industrial-Technical Education, A Proposal Presented to and Accepted by the Ford Foundation.

VT 000 462 — 51
A Study to Determine the Effectiveness of Utah's Public Supported Vocational-Technical Education Program in Meeting the Training Needs of Business and Industry, With Special Emphasis on Programs Designed to Upgrade the Skills of the Existing Work Force.

VT 000 796 ED — 56
Personnel Needs and Supply in Vocational Technical Education Above Local Teacher Level.

VT 000 859 ED — 57
Occupations in Colorado, Part II, Outlook by Denver Area Occupations.

VT 000 907 ED — 92
A Comparison of Mail-Techniques for Stimulating Interest in Occupational Education Research.

Page

VT 000 960 — 75
Education and Training, The Bridge Between Man and His Work. Third Annual Report ... to the Congress on Training Activities Under the Manpower Development and Training Act.

VT 001 429 — 28
Leadership for Vocational Education in California, Theory and Practice of Program Development. Report of the State Conference, Playa Del Rey, California, May 10-11, 1966.

SUBJECT INDEX

Page

ACHIEVEMENT GAINS
VT 000 355 ED 88
Integrating Biological Principles with Instruction in Vocational Agriculture. A Research Report of a Graduate Study.

ADMINISTRATIVE ORGANIZATION
VT 000 100 ED 010 794 68
Vocational Education in Michigan. The Final Report of the Michigan Vocational Education Evaluation Project.

ADMINISTRATIVE POLICY
VT 000 096 ED 13
A Guide for Developing Occupational Programs in Home Economics Education.

ADMINISTRATOR ATTITUDES
VT 000 088 ED 67
Attitudes and Beliefs About Homemaking and/or Home Economics Education in Michigan Secondary Schools.

ADMINISTRATOR GUIDES
VT 000 026 ED 010 791 65
Evaluation of Local Vocational Education Programs. A Manual for Administrators, Teachers, and Citizens.

ADMINISTRATOR OPINION
VT 000 015 ED 4
High School Principals' Perceptions of Assistance Needed in Order to Develop More Adequate Programs for Employment-Bound Youth.

VT 000 028 ED 6
A Follow-Up Study of the Attitudes of Local Administrators Regarding the Financing of Vocational Education in Michigan.

Page

VT 000 093 ED 103
A Preferred Order for Studying Current Problems in Minnesota's Trade and Technical Program.

ADMISSION CRITERIA
VT 000 039 ED 111
A Study of the Effect of Selected Characteristics in Farm Mechanics Retraining Schools Under the Area Redevelopment Act in Oklahoma.

VT 000 403 ED 19
Admission of High School Graduates of the Business Education Curriculum to Colleges and Universities.

ADOPTION (IDEAS)
VT 000 033 ED 7
Teacher Adoption of a New Concept of Supervised Practice in Agriculture.

ADULT EDUCATION
VT 000 082 ED 120
The Role of Distributive Teacher Educators in Adult Education.

ADULT FARMER EDUCATION
VT 000 067 ED 010 793 9
An Annotated Bibliography for Young and Adult Farmer Education.

VT 000 408 96
1965 Farm Business Management Report and Individual Farm Business Analysis Guide.

VT 000 558 ED 122
Attitudinal Changes Toward Adult Education During Student Teaching.

ADULT VOCATIONAL EDUCATION
VT 000 063 ED 010 792 79
Study of Illiteracy in Texas as Related to Vocational Education.

Page

AGRICULTURAL EDUCATION

VT 000 000 ED 010 785 3
Central States Seminar in Agricultural Education, Sheraton-Chicago Hotel, Chicago, Illinois, March 14-17, 1966. Theme, Implementing the Vocational Education Act of 1963.

VT 000 004 36
Technical Education Needs of Persons Engaged in Agricultural Occupations. A Preliminary Report of the Pennsylvania Study of Agricultural Occupations.

VT 000 010 ED 010 788 85
Pilot Programs in Agricultural Education. Illinois Agricultural Education Curriculum Research Project. Interim Report.

VT 000 033 ED 7
Teacher Adoption of a New Concept of Supervised Practice in Agriculture.

VT 000 036 ED 119
A Study of the Performance of Limited Status Students Compared to Regular Graduate Students in Agriculture.

VT 000 041 ED 43
Educational Needs of Beginning Dairy Farm Operators in New York, 1963.

VT 000 044 ED 44
A Study of Off-Farm Agricultural Occupations in New York State.

VT 000 067 ED 010 793 9
An Annotated Bibliography for Young and Adult Farmer Education.

VT 000 078 ED 11
Report of a National Seminar of Agricultural Education, "Preparing Agricultural Technicians," July 20 to 24, 1964.

Page

VT 000 119 14
An Evaluation Study of the Jimma Agricultural Technical High School in Ethiopia.

VT 000 354 ED 17
Guidelines for the Development of Training Programs for Agricultural Technicians. A Research Report of a Graduate Study.

VT 000 399 18
Institutional On-Farm Training Program, West Virginia, 1946-1963. Final Report.

VT 000 460 104
Report of Second Research Coordination Conference on Agricultural Occupations. January 13-15, 1964, The Ohio State University, Columbus. Summarization Procedures, Guidelines for Pilot Programs.

VT 000 648 ED 011 034 26
Vocational and Technical Education in Agriculture for Off-Farm Occupations for Counselors, Teachers, Board Members, and Administrators at All Levels.

AGRICULTURAL EXTENSION SERVICE

VT 000 059 46
University-Fertilizer Industry Relationships. A Study of Communications Between the Division of Agricultural Sciences of the University of California and Representatives of the Fertilizer Industry.

AGRICULTURAL MECHANICS

VT 000 039 ED 111
A Study of the Effect of Selected Characteristics in Farm Mechanics Retraining Schools Under the Area Redevelopment Act in Oklahoma.

VT 000 435 72
Agricultural Mechanics Shops in Modern Secondary Schools.

SUBJECT INDEX

Page

AGRICULTURAL OCCUPATIONS
VT 000 004 — 36
Technical Education Needs of Persons Engaged in Agricultural Occupations. A Preliminary Report of the Pennsylvania Study of Agricultural Occupations.

AGRICULTURAL SKILLS
VT 000 037 ED — 41
Vocational Competencies Needed for Employment in the Feed Industry. A Report of Research Supported by the Michigan State All-University Research Fund, 1963-64.

VT 000 402 ED — 48
Off-Farm Agricultural Occupations in Pennsylvania, Employment Opportunities and Technical Education Needs.

VT 001 267 ED 011 038 — 59
Curriculum Implications for Non-Farm Agricultural Employment in Connecticut.

AGRICULTURAL TECHNICIANS
VT 000 078 ED — 11
Report of a National Seminar of Agricultural Education, "Preparing Agricultural Technicians," July 20 to 24, 1964.

VT 000 354 ED — 17
Guidelines for the Development of Training Programs for Agricultural Technicians. A Research Report of a Graduate Study.

AGRICULTURE
VT 000 034 ED — 109
The Agricultural Student. A Restudy of Students Who Enrolled as Freshmen, Fall, 1960, in the College of Agriculture, University of California, Davis.

Page

VT 000 035 ED — 110
The Entering Student, College of Agriculture. A Study of the Backgrounds, Motivations, and Goals of Entering Students in the College of Agriculture at Davis in 1963 and 1964.

AREA VOCATIONAL SCHOOLS
VT 000 014 — 108
Post-High School Vocational-Technical Education in Wisconsin. An Analysis of Enrollment Increases in Post High School Terminal Technical Programs During 1963-64 in Wisconsin Schools of Vocational, Technical, and Adult Education.

VT 000 025 ED — 64
Improving Vocational-Technical Education in the Top-O' Michigan Area.

VT 000 347 — 16
The Area Vocational School. A Summary Report.

VT 000 410 ED — 20
Education and Training for the World of Work, A Vocational Education Program for the State of Michigan.

VT 000 646 ED 011 032 — 24
Organizing to Provide Agricultural Education for Off-Farm Occupations.

ASPIRATION
VT 000 436 ED — 115
Occupational and Educational Plans of Vocational Agriculture Students in North Carolina, A Comparison with Other Students.

ATTITUDES
VT 000 558 ED — 122
Attitudinal Changes Toward Adult Education During Student Teaching.

SUBJECT INDEX

Page

AUTHORITY
VT 000 016 5
A Study of Organization for the Administration of Vocational Education in Selected Michigan High Schools. A Summary Report. A Part of the Michigan Vocational Education Evaluation Report.

AUTOMOBILE BODY REPAIRMAN
VT 000 606 54
A Survey to Determine the Need for Auto Body Workers in Connecticut.

BIBLIOGRAPHY
VT 000 067 ED 010 793 9
An Annotated Bibliography for Young and Adult Farmer Education.

VT 000 068 135
Distributive Education Bibliography.

BIOLOGY
VT 000 355 ED 88
Integrating Biological Principles with Instruction in Vocational Agriculture. A Research Report of a Graduate Study.

BUILDING DESIGN
VT 000 417 71
Health Occupations Education Centers "Facilities and Buildings."

BUSINESS EDUCATION
VT 000 403 ED 19
Admission of High School Graduates of the Business Education Curriculum to Colleges and Universities.

CAREER CHOICE
VT 000 406 ED 131
Relationships Among Selected Motivations Into Vocational Education.

Page

CHANGING ATTITUDES
VT 000 558 ED 122
Attitudinal Changes Toward Adult Education During Student Teaching.

CHILD DEVELOPMENT
VT 000 023 ED 010 790 126
A Pilot Research Project of Techniques Used in Teaching a Unit on Child Development.

COLLEGE ADMISSION
VT 000 403 ED 19
Admission of High School Graduates of the Business Education Curriculum to Colleges and Universities.

COLLEGE ENTRANCE EXAMINATIONS
VT 000 403 ED 19
Admission of High School Graduates of the Business Education Curriculum to Colleges and Universities.

VT 000 464 ED 116
A Comparison of the College Performance of Students Who Did and Those Who Did Not Study Vocational Agriculture in Georgia High Schools.

COLLEGE STUDENTS
VT 000 007 ED 010 787 95
The Effects of Programmed Instruction on Attitude and Achievement.

VT 000 034 ED 109
The Agricultural Student. A Restudy of Students Who Enrolled as Freshment, Fall, 1960, in the College of Agriculture, University of California, Davis.

VT 000 035 ED 110
The Entering Student, College of Agriculture. A Study of the Backgrounds, Motivations, and Goals of Entering Students in the College of Agriculture at Davis in 1963 and 1964.

Page

VT 000 464 ED 116
A Comparison of the College Performance of Students Who Did and Those Who Did Not Study Vocational Agriculture in Georgia High Schools.

CONFERENCE
VT 000 344 15
Vocational Education Today and Tomorrow. A Conference on Vocational Education, February 25-26, 1966.

VT 000 345 99
Professional Growth Week. Minutes of Conference Held at American Baptist Assembly, Green Lake, Wisconsin, August 23-27, 1966.

VT 000 395 ED 100
Report of the California State Conference on Vocational Education, January 11-12, 1965, Los Angeles.

VT 001 429 28
Leadership for Vocational Education in California, Theory and Practice of Program Development. Report of the State Conference, Playa Del Rey, California, May 10-11, 1966.

CONSUMER ECONOMICS
VT 001 270 ED 82
Proceedings of the Conference on Buying and Consumption Practices of Low Income Families, New York University, February 14, 1964.

CONTINUING EDUCATION
VT 000 395 ED 100
Report of the California State Conference on Vocational Education, January 11-12, 1965, Los Angeles.

COOPERATIVE EDUCATION
VT 000 649 ED 011 035 128
Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture.

Page

VT 001 260 ED 27
Problems of Implementing Agricultural Occupations Programs in Twenty-Eight Selected Vocational Agriculture Departments.

COURSE OUTLINE
VT 000 357 31
Preparing Students for Non-Farm Agricultural Occupations. Report of the Workshop, Program Planning, Agricultural Education 799B, Held at The Ohio State University, Columbus, Ohio, June 22 through July 10, 1964.

CREATIVE ABILITY
VT 000 002 107
Measuring Creative Abilities in Junior High School Industrial Arts.

CREATIVITY
VT 000 002 107
Measuring Creative Abilities in Junior High School Industrial Arts.

CURRICULUM DEVELOPMENT
VT 000 086 12
Training Needs in Central Kentucky.

VT 000 911 90
A Programmed Course in General Electronics.

CURRICULUM EVALUATION
VT 000 119 14
An Evaluation Study of the Jimma Agricultural Technical High School in Ethiopia.

VT 000 462 51
A Study to Determine the Effectiveness of Utah's Public Supported Vocational-Technical Education Program in Meeting the Training Needs of Business and Industry, With Special Emphasis on Programs Designed to Upgrade the Skills of the Existing Work Force.

SUBJECT INDEX

Page

CURRICULUM PLANNING
VT 000 086 — 12
Training Needs in Central Kentucky.

DAIRYMEN
VT 000 041 ED — 43
Educational Needs of Beginning Dairy Farm Operators in New York, 1963.

DEVELOPMENTAL PROGRAMS
VT 000 648 ED 011 034 — 26
Vocational and Technical Education in Agriculture for Off-Farm Occupations for Counselors, Teachers, Board Members, and Administrators at All Levels.

DISADVANTAGED YOUTH
VT 001 154 — 32
Parent and Family Life Education for Low-Income Families, A Guide for Leaders.

DISTRIBUTIVE EDUCATION
VT 000 008 — 37
The Role of Distributive Education. Developing Future Leaders for Marketing and Distribution.

VT 000 068 — 135
Distributive Education Bibliography.

VT 000 075 — 87
The Job Entry Curriculum. Prepared for Experimental Program Developers Emphasizing Distributive Education.

VT 000 082 ED — 120
The Role of Distributive Teacher Educators in Adult Education.

VT 000 421 ED — 21
Post High School Distributive Education in Bucks County, Pennsylvania. A Feasibility Study.

Page

DROPOUTS
VT 000 030 — 86
Cooperative Supervised Job Training Program. An Interim Evaluation.

EDUCATIONAL FACILITIES
VT 000 086 — 12
Training Needs in Central Kentucky.

VT 000 417 — 71
Health Occupations Education Centers "Facilities and Buildings."

EDUCATIONAL FINANCE
VT 000 347 — 16
The Area Vocational School. A Summary Report.

EDUCATIONAL NEEDS
VT 000 041 ED — 43
Educational Needs of Beginning Dairy Farm Operators in New York, 1963.

VT 000 044 ED — 44
A Study of Off-Farm Agricultural Occupations in New York State.

VT 000 045 ED — 45
A Study of Employment Opportunities and Training Needs in Off-Farm Agricultural Occupations in Oklahoma.

VT 000 402 ED — 48
Off-Farm Agricultural Occupations in Pennsylvania, Employment Opportunities and Technical Education Needs.

VT 000 413 ED — 49
Mechanical Competencies Needed for Employment in Farm Machinery Sales and Service and Farm Supplies and Equipment Businesses.

SUBJECT INDEX

Page

VT 000 462 51
A Study to Determine the Effectiveness of Utah's Public Supported Vocational-Technical Education Program in Meeting the Training Needs of Business and Industry, With Special Emphasis on Programs Designed to Upgrade the Skills of the Existing Work Force.

EDUCATIONAL OBJECTIVES
VT 000 100 ED 010 794 68
Vocational Education in Michigan. The Final Report of the Michigan Vocational Education Evaluation Project.

VT 000 523 ED 23
A Study of Vocational Agriculture in the Schools of the Phoenix Union High School System.

EDUCATIONAL OPPORTUNITIES
VT 000 960 75
Education and Training, The Bridge Between Man and His Work. Third Annual Report ... to the Congress on Training Activities Under the Manpower Development and Training Act.

EDUCATIONAL PLANNING
VT 000 419 ED 121
Report on the Workshop for Teachers of Vocational Nursing, Fresno, April 8-11, 1963.

EDUCATIONAL PROBLEMS
VT 000 093 ED 103
A Preferred Order for Studying Current Problems in Minnesota's Trade and Technical Program.

EDUCATIONAL PROGRAMS
VT 000 419 ED 121
Report on the Workshop for Teachers of Vocational Nursing, Fresno, April 8-11, 1963.

Page

VT 000 960 75
Education and Training, The Bridge Between Man and His Work. Third Annual Report ... to the Congress on Training Activities Under the Manpower Development and Training Act.

EDUCATIONAL RESEARCH
VT 000 077 ED 10
Report of a National Vocational Education Seminar on the Administration of Research, May 24 to 27, 1965.

VT 000 396 ED 89
Guidance in Vocational Education, Guidelines for Research and Practice. A Report of a National Interdisciplinary Seminar, January 12-14, 1966, Held at The Ohio State University, Columbus, Ohio

VT 000 907 ED 92
A Comparison of Mail-Techniques for Stimulating Interest in Occupational Education Research.

EDUCATIONAL SURVEYS
VT 000 421 ED 21
Post High School Distributive Education in Bucks County, Pennsylvania. A Feasibility Study.

VT 000 462 51
A Study to Determine the Effectiveness of Utah's Public Supported Vocational-Technical Education Program in Meeting the Training Needs of Business and Industry, With Special Emphasis on Programs Designed to Upgrade the Skills of the Existing Work Force.

EFFECTIVE PROGRAMS
VT 000 016 5
A Study of Organization for the Administration of Vocational Education in Selected Michigan High Schools. A Summary Report. A Part of the Michigan Vocational Education Evaluation Report.

SUBJECT INDEX

Page

EFFECTIVE TEACHING
VT 000 023 ED 010 790 126
A Pilot Research Project of Techniques Used in Teaching a Unit on Child Development.

VT 000 036 ED 119
A Study of the Performance of Limited Status Students Compared to Regular Graduate Students in Agriculture.

VT 000 088 ED 67
Attitudes and Beliefs About Homemaking and/or Home Economics Education in Michigan Secondary Schools.

ELECTRONICS
VT 000 007 ED 010 787 95
The Effects of Programmed Instruction on Attitude and Achievement.

EMPLOYER OPINION
VT 000 087 112
Employment Needs and Opportunities and General Appraisal of Present Education and Training Programs as Obtained from a Survey of Opinions of Personnel in Industry in a Twelve-County Area.

VT 000 462 51
A Study to Determine the Effectiveness of Utah's Public Supported Vocational-Technical Education Program in Meeting the Training Needs of Business and Industry, With Special Emphasis on Programs Designed to Upgrade the Skills of the Existing Work Force.

EMPLOYMENT OPPORTUNITIES
VT 000 004 36
Technical Education Needs of Persons Engaged in Agricultural Occupations. A Preliminary Report of the Pennsylvania Study of Agricultural Occupations.

Page

VT 000 019 39
A Survey of Occupations in Agricultural Businesses and Services of Six Northern Michigan Counties.

VT 000 045 ED 45
A Study of Employment Opportunities and Training Needs in Off-Farm Agricultural Occupations in Oklahoma.

VT 000 087 112
Employment Needs and Opportunities and General Appraisal of Present Education and Training Programs as Obtained from a Survey of Opinions of Personnel in Industry in a Twelve-County Area.

VT 000 096 ED 13
A Guide for Developing Occupational Programs in Home Economics Education.

VT 000 402 ED 48
Off-Farm Agricultural Occupations in Pennsylvania, Employment Opportunities and Technical Education Needs.

VT 000 523 ED 23
A Study of Vocational Agriculture in the Schools of the Phoenix Union High School System.

VT 000 554 ED 53
The Development of a Work Orientation Program for Home Economics Related Occupations, 1964-1966.

VT 000 796 ED 56
Personnel Needs and Supply in Vocational Technical Education Above Local Teacher Level.

VT 001 267 ED 011 038 59
Curriculum Implications for Non-Farm Agricultural Employment in Connecticut.

SUBJECT INDEX

Page

EMPLOYMENT QUALIFICATIONS
VT 000 037 ED 41
Vocational Competencies Needed for Employment in the Feed Industry. A Report of Research Supported by the Michigan State All-University Research Fund, 1963-64.

EMPLOYMENT STATISTICS
VT 000 008 37
The Role of Distributive Education. Developing Future Leaders for Marketing and Distribution.

VT 000 024 63
Practical Nursing Research Project, 1947-1965.

VT 000 859 ED 57
Occupations in Colorado, Part II, Outlook by Denver Area Occupations.

EMPLOYMENT TRENDS
VT 000 008 37
The Role of Distributive Education. Developing Future Leaders for Marketing and Distribution.

VT 000 011 ED 010 789 38
Identification of Off-Farm Agricultural Occupations, Present and Projected Employment. A Preliminary Report of the Delaware Study of Agricultural Occupations Other Than Farming.

VT 000 020 40
Occupational Trends in Health Care Industries, King County 1965-1970.

VT 000 087 112
Employment Needs and Opportunities and General Appraisal of Present Education and Training Programs as Obtained from a Survey of Opinions of Personnel in Industry in a Twelve-County Area.

VT 000 418 ED 50
Occupational Needs for Vocational and Technical Education for New Mexico. Summary.

Page

VT 000 421 ED 21
Post High School Distributive Education in Bucks County, Pennsylvania. A Feasibility Study.

VT 000 796 ED 56
Personnel Needs and Supply in Vocational Technical Education Above Local Teacher Level.

VT 000 859 ED 57
Occupations in Colorado, Part II, Outlook by Denver Area Occupations.

ENGINEERING TECHNICIANS
VT 000 343 47
Connecticut's Need for Technicians, 1963-1973.

ENROLLMENT INFLUENCES
VT 000 021 ED 125
Enrollment in Vocational Home Economics Programs in Kentucky. A Summary Report of the Research Study.

VT 000 523 ED 23
A Study of Vocational Agriculture in the Schools of the Phoenix Union High School System.

ETHNIC GROUPS
VT 000 063 ED 010 792 79
Study of Illiteracy in Texas as Related to Vocational Education.

EVALUATION
VT 000 007 ED 010 787 95
The Effects of Programmed Instruction on Attitude and Achievement.

VT 001 429 28
Leadership for Vocational Education in California, Theory and Practice of Program Development. Report of the State Conference, Playa Del Rey, California, May 10-11, 1966.

SUBJECT INDEX

Page

FAMILY LIFE
VT 001 154 32
Parent and Family Life Education for Low-Income Families, A Guide for Leaders.

FAMILY PROBLEMS
VT 001 270 ED 82
Proceedings of the Conference on Buying and Consumption Practices of Low Income Families, New York University, February 14, 1964.

FARM ACCOUNTS
VT 000 408 96
1965 Farm Business Management Report and Individual Farm Business Analysis Guide.

FARM MANAGEMENT
VT 000 408 96
1965 Farm Business Management Report and Individual Farm Business Analysis Guide.

FARM OCCUPATIONS
VT 000 001 ED 010 786 35
The Present Occupational Status of Oklahoma High School Vocational Agriculture Graduates Over the Past Five Year Period From 1959 to 1963.

FARMERS
VT 000 059 46
University Fertilizer Industry Relationships. A Study of Communications Between the Division of Agricultural Sciences of the University of California and Representatives of the Fertilizer Industry.

VT 000 399 18
Institutional On-Farm Training Program, West Virginia, 1946-1963. Final Report.

Page

VT 000 408
1965 Farm Business Management Report and Individual Farm Business Analysis Guide.

FEDERAL AID
VT 000 015 ED 4
High School Principals' Perceptions of Assistance Needed in Order to Develop More Adequate Programs for Employment-Bound Youth.

VT 000 028 ED 6
A Follow-Up Study of the Attitudes of Local Administrators Regarding the Financing of Vocational Education in Michigan.

FEDERAL LEGISLATION
VT 000 347 16
The Area Vocational School. A Summary Report.

FEDERAL PROGRAMS
VT 000 399 18
Institutional On-Farm Training Program, West Virginia, 1946-1963. Final Report.

FEED INDUSTRY
VT 000 037 ED 41
Vocational Competencies Needed for Employment in the Feed Industry. A Report of Research Supported by the Michigan State All-University Research Fund, 1963-64.

FERTILIZER
VT 000 059 46
University-Fertilizer Industry Relationships. A Study of Communications Between the Division of Agricultural Sciences of the University of California and Representatives of the Fertilizer Industry.

SUBJECT INDEX

Page

FISHERIES
VT 000 617 55
A Statewide Survey of the Manpower Needs in the Fisheries Occupations in Connecticut.

GRADE 8
VT 000 002 107
Measuring Creative Abilities in Junior High School Industrial Arts.

GRADE 10
VT 000 065 80
Research Project. Experimental Program 00018.

GRADES (SCHOLASTIC)
VT 000 464 ED 116
A Comparison of the College Performance of Students Who Did and Those Who Did Not Study Vocational Agriculture in Georgia High Schools.

GRADUATE STUDY
VT 000 036 ED 119
A Study of the Performance of Limited Status Students Compared to Regular Graduate Students in Agriculture.

GUIDELINES
VT 000 354 ED 17
Guidelines for the Development of Training Programs for Agricultural Technicians. A Research Report of a Graduate Study.

HEALTH OCCUPATIONS
VT 000 020 40
Occupational Trends in Health Care Industries, King County 1965-1970.

HEALTH OCCUPATIONS EDUCATION
VT 000 417 71
Health Occupations Education Centers "Facilities and Buildings."

Page

HIGH SCHOOL GRADUATES
VT 000 001 ED 010 786 35
The Present Occupational Status of Oklahoma High School Vocational Agriculture Graduates Over the Past Five Year Period from 1959 to 1963.

VT 000 403 ED 19
Admission of High School Graduates of the Business Education Curriculum to Colleges and Universities.

VT 000 464 ED 116
A Comparison of the College Performance of Students Who Did and Those Who Did Not Study Vocational Agriculture in Georgia High Schools.

HIGH SCHOOL STUDENTS
VT 000 054 ED 8
The Jackson County Schools Vocational Education Research Project. A Supplement.

HOME ECONOMICS
VT 001 270 ED 82
Proceedings of the Conference on Buying and Consumption Practices of Low Income Families, New York University, February 14, 1964.

HOME ECONOMICS COMPETENCIES
VT 000 096 ED 13
A Guide for Developing Occupational Programs in Home Economics Education.

HOMEMAKING EDUCATION
VT 000 021 ED 125
Enrollment in Vocational Home Economics Programs in Kentucky. A Summary Report of the Research Study.

VT 000 023 ED 010 790 126
A Pilot Research Project of Techniques Used in Teaching a Unit on Child Development.

SUBJECT INDEX

Page

VT 000 088 ED 67
Attitudes and Beliefs About Homemaking and/or Home Economics Education in Michigan Secondary Schools.

ILLITERACY
VT 000 063 ED 010 792 79
Study of Illiteracy in Texas as Related to Vocational Education.

INDUSTRIAL ARTS
VT 000 002 107
Measuring Creative Abilities in Junior High School Industrial Arts.

VT 000 397 113
A Survey of Industrial Arts Enrollments in Ohio Schools.

INDUSTRIAL EDUCATION
VT 000 453 ED 91
The Partnership Vocational Education Project, A New Program in Industrial-Technical Education, A Proposal Presented to and Accepted by the Ford Foundation.

INSERVICE TEACHER EDUCATION
VT 000 453 ED 91
The Partnership Vocational Education Project, A New Program in Industrial-Technical Education, A Proposal Presented to and Accepted by the Ford Foundation.

INSTRUCTIONAL PROGRAMS
VT 000 037 ED 41
Vocational Competencies Needed for Employment in the Feed Industry. A Report of Research Supported by the Michigan State All-University Research Fund, 1963-64.

INSTRUCTIONAL STAFF
VT 000 078 ED 11
Report of a National Seminar of Agricultural Education, "Preparing Agricultural Technicians," July 20 to 24, 1964.

Page

INTEREST RESEARCH
VT 000 907 ED 92
A Comparison of Mail-Techniques for Stimulating Interest in Occupational Education Research.

JOB PLACEMENT
VT 000 039 ED 111
A Study of the Effect of Selected Characteristics in Farm Mechanics Retraining Schools Under the Area Redevelopment Act in Oklahoma.

LABOR FORCE
VT 000 395 ED 100
Report of the California State Conference on Vocational Education, January 11-12, 1965, Los Angeles.

VT 001 127 58
Occupational Potential of Menominee County, Wisconsin, 1966.

VT 001 144 60
Manpower Resources of Taylor County, Wisconsin.

LOW ACHIEVERS
VT 000 036 ED 119
A Study of the Performance of Limited Status Students Compared to Regular Graduate Students in Agriculture.

LOW INCOME GROUPS
VT 001 154 32
Parent and Family Life Education for Low-Income Families, A Guide for Leaders.

VT 001 270 ED 82
Proceedings of the Conference on Buying and Consumption Practices of Low Income Families, New York University, February 14, 1964.

SUBJECT INDEX

Page

MANPOWER DEVELOPMENT
VT 000 960 75
Education and Training, The Bridge Between Man and His Work. Third Annual Report ... to the Congress on Training Activities Under the Manpower Development and Training Act.

MECHANICAL SKILLS
VT 000 413 ED 49
Mechanical Competencies Needed for Employment in Farm Machinery Sales and Service and Farm Supplies and Equipment Businesses.

MOTIVATION
VT 000 406 ED 131
Relationships Among Selected Motivations Into Vocational Education.

OCCUPATIONAL CHOICE
VT 000 436 ED 115
Occupational and Educational Plans of Vocational Agriculture Students in North Carolina, A Comparison with Other Students.

OCCUPATIONAL CLUSTERS
VT 000 004 36
Technical Education Needs of Persons Engaged in Agricultural Occupations. A Preliminary Report of the Pennsylvania Study of Agricultural Occupations.

VT 000 011 ED 010 789 38
Identification of Off-Farm Agricultural Occupations, Present and Projected Employment. A Preliminary Report of the Delaware Study of Agricultural Occupations Other Than Farming.

VT 000 044 ED 44
A Study of Off-Farm Agricultural Occupations in New York State.

Page

VT 000 402 ED 48
Off-Farm Agricultural Occupations in Pennsylvania, Employment Opportunities and Technical Education Needs.

VT 001 267 ED 011 038 59
Curriculum Implications for Non-Farm Agricultural Employment in Connecticut.

OCCUPATIONAL HOME ECONOMICS
VT 000 096 ED 13
A Guide for Developing Occupational Programs in Home Economics Education.

VT 000 554 ED 53
The Development of a Work Orientation Program for Home Economics Related Occupations, 1964-1966.

OCCUPATIONAL INFORMATION
VT 000 396 ED 89
Guidance in Vocational Education, Guidelines for Research and Practice. A Report of a National Interdisciplinary Seminar, January 12-14, 1966, Held at The Ohio State University, Columbus, Ohio.

OCCUPATIONAL SURVEYS
VT 000 004 36
Technical Education Needs of Persons Engaged in Agricultural Occupations. A Preliminary Report of the Pennsylvania Study of Agricultural Occupations.

VT 000 011 ED 010 789 38
Identification of Off-Farm Agricultural Occupations, Present and Projected Employment. A Preliminary Report of the Delaware Study of Agricultural Occupations Other Than Farming.

VT 000 019 39
A Survey of Occupations in Agricultural Businesses and Services of Six Northern Michigan Counties.

SUBJECT INDEX

Page

VT 000 020 40
Occupational Trends in Health Care Industries, King County 1965-1970.

VT 000 025 ED 64
Improving Vocational-Technical Education in the Top-O' Michigan Area.

VT 000 038 42
A Survey of Non-Farm Agricultural Occupations in Monroe County, Michigan. A Report on the First Phase of a Comprehensive Study of Agricultural Occupations in Monroe County, Michigan.

VT 000 044 ED 44
A Study of Off-Farm Agricultural Occupations in New York State.

VT 000 045 ED 45
A Study of Employment Opportunities and Training Needs in Off-Farm Agricultural Occupations in Oklahoma.

VT 000 086 12
Training Needs in Central Kentucky.

VT 000 343 47
Connecticut's Need for Technicians, 1963-1973.

VT 000 418 ED 50
Occupational Needs for Vocational and Technical Education for New Mexico. Summary.

VT 000 606 54
A Survey to Determine the Need for Auto Body Workers in Connecticut.

VT 000 617 55
A Statewide Survey of the Manpower Needs in the Fisheries Occupations in Connecticut.

VT 001 127 58
Occupational Potential of Menominee County, Wisconsin, 1966.

Page

VT 001 144 60
Manpower Resources of Taylor County, Wisconsin.

VT 001 267 ED 011 038 59
Curriculum Implications for Non-Farm Agricultural Employment in Connecticut.

OCCUPATIONS

VT 000 008 37
The Role of Distributive Education. Developing Future Leaders for Marketing and Distribution.

VT 000 859 ED 57
Occupations in Colorado, Part II, Outlook by Denver Area Occupations.

OFF FARM AGRICULTURAL OCCUPATIONS

VT 000 001 ED 010 786 35
The Present Occupational Status of Oklahoma High School Vocational Agriculture Graduates Over the Past Five Year Period From 1959 to 1963.

VT 000 011 ED 010 789 38
Identification of Off-Farm Agricultural Occupations, Present and Projected Employment. A Preliminary Report of the Delaware Study of Agricultural Occupations Other Than Farming.

VT 000 019 39
A Survey of Occupations in Agricultural Businesses and Services of Six Northern Michigan Counties.

VT 000 037 ED 41
Vocational Competencies Needed for Employment in the Feed Industry. A Report of Research Supported by the Michigan State All-University Research Fund, 1963-64.

VT 000 038 42
A Survey of Non-Farm Agricultural Occupations in Monroe County, Michigan. A Report on the First Phase of a Comprehensive Study of Agricultural Occupations in Monroe County, Michigan.

SUBJECT INDEX

Page

VT 000 044 ED 44
A Study of Off-Farm Agricultural Occupations in New York State.

VT 000 045 ED 45
A Study of Employment Opportunities and Training Needs in Off-Farm Agricultural Occupations in in Oklahoma.

VT 000 357 31
Preparing Students for Non-Farm Agricultural Occupations. Report of the Workshop, Program Planning, Agricultural Education 799B, Held at The Ohio State University, Columbus, Ohio, June 22 through July 10, 1964.

VT 000 402 ED 48
Off-Farm Agricultural Occupations in Pennsylvania, Employment Opportunities and Technical Education Needs.

VT 000 413 ED 49
Mechanical Competencies Needed for Employment in Farm Machinery Sales and Service and Farm Supplies and Equipment Businesses.

VT 000 434 127
Illinois Agricultural Education Curriculum Research Project, Pilot Programs in Agricultural Education. Final Report.

VT 000 460 104
Report of Second Research Coordination Conference on Agricultural Occupations. January 13-15, 1964, The Ohio State University, Columbus. Summarization Procedures, Guidelines for Pilot Programs.

VT 000 505 ED 011 030 52
Occupational Guidance for Off-Farm Agriculture.

VT 000 646 ED 011 032 24
Organizing to Provide Agricultural Education for Off-Farm Occupations.

Page

VT 000 647 ED 011 033 25
Policy and Administrative Decisions Needed When Introducing Vocational and Technical Education in Agriculture for Off-Farm Occupations for Boards and Administrators of Local Schools, Area Schools, and Colleges.

VT 000 648 ED 011 034 26
Vocational and Technical Education in Agriculture for Off-Farm Occupations for Counselors, Teachers, Board Members, and Administrators at All Levels.

VT 000 649 ED 011 035 128
Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture.

VT 001 260 ED 27
Problems of Implementing Agricultural Occupations Programs in Twenty-Eight Selected Vocational Agriculture Departments.

VT 001 267 ED 011 038 59
Curriculum Implications for Non-Farm Agricultural Employment in Connecticut.

ON THE JOB TRAINING
VT 000 030 86
Cooperative Supervised Job Training Program. An Interim Evaluation.

ORIENTATION MATERIALS
VT 000 648 ED 011 034 26
Vocational and Technical Education in Agriculture for Off-Farm Occupations for Counselors, Teachers, Board Members, and Administrators at All Levels.

PARENT EDUCATION
VT 001 154 32
Parent and Family Life Education for Low-Income Families, A Guide for Leaders.

Page

PERSONALITY ASSESSMENT
VT 000 035 ED 110
The Entering Student, College of Agriculture. A Study of the Backgrounds, Motivations, and Goals of Entering Students in the College of Agriculture at Davis in 1963 and 1964.

PILOT PROJECTS
VT 000 010 ED 010 788 85
Pilot Programs in Agricultural Education. Illinois Agricultural Education Curriculum Research Project. Interim Report.

VT 000 030 86
Cooperative Supervised Job Training Program. An Interim Evaluation.

VT 000 355 ED 88
Integrating Biological Principles with Instruction in Vocational Agriculture. A Research Report of a Graduate Study.

VT 000 434 127
Illinois Agricultural Education Curriculum Research Project, Pilot Programs in Agricultural Education. Final Report.

VT 000 460 104
Report of Second Research Coordination Conference on Agricultural Occupations. January 13-15, 1964, The Ohio State University, Columbus. Summarization Procedures, Guidelines for Pilot Programs.

PLANNING
VT 000 435 72
Agricultural Mechanics Shops in Modern Secondary Schools.

Page

POLICY FORMATION
VT 000 647 ED 011 033 25
Policy and Administrative Decisions Needed When Introducing Vocational and Technical Education in Agriculture for Off-Farm Occupations for Boards and Administrators of Local Schools, Area Schools, and Colleges.

POPULATION TRENDS
VT 000 421 ED 21
Post High School Distributive Education in Bucks County, Pennsylvania. A Feasibility Study.

POSTSECONDARY EDUCATION
VT 000 354 ED 17
Guidelines for the Development of Training Programs for Agricultural Technicians. A Research Report of a Graduate Study.

VT 000 410 ED 20
Education and Training for the World of Work, A Vocational Education Program for the State of Michigan.

VT 000 421 ED 21
Post High School Distributive Education in Bucks County, Pennsylvania. A Feasibility Study.

VT 000 448 22
Vocational and Technical Education in Virginia, Present and Future Needs. Report to the Governor and the General Assembly of Virginia.

PRACTICAL NURSES
VT 000 024 63
Practical Nursing Research Project, 1947-1965.

VT 000 419 ED 121
Report on the Workshop for Teachers of Vocational Nursing, Fresno, April 8-11, 1963.

SUBJECT INDEX

Page

PREVOCATIONAL EDUCATION
VT 000 075 — 87
The Job Entry Curriculum. Prepared for Experimental Program Developers Emphasizing Distributive Education.

PRINCIPALS
VT 000 015 ED — 4
High School Principals' Perceptions of Assistance Needed in Order to Develop More Adequate Programs for Employment-Bound Youth.

PROBLEMS
VT 001 260 ED — 27
Problems of Implementing Agricultural Occupations Programs in Twenty-Eight Selected Vocational Agriculture Departments.

PROGRAM ADMINISTRATION
VT 000 016 — 5
A Study of Organization for the Administration of Vocational Education in Selected Michigan High Schools. A Summary Report. A Part of the Michigan Vocational Education Evaluation Report.

VT 000 077 ED — 10
Report of a National Vocational Education Seminar on the Administration of Research, May 24 to 27, 1965.

VT 000 647 ED 011 033 — 25
Policy and Administrative Decisions Needed When Introducing Vocational and Technical Education in Agriculture for Off-Farm Occupations for Boards and Administrators of Local Schools, Area Schools, and Colleges.

PROGRAM DEVELOPMENT
VT 000 077 ED — 10
Report of a National Vocational Education Seminar on the Administration of Research, May 24 to 27, 1965.

Page

VT 000 096 ED — 13
A Guide for Developing Occupational Programs in Home Economics Education.

VT 000 354 ED — 17
Guidelines for the Development of Training Programs for Agricultural Technicians. A Research Report of a Graduate Study.

VT 000 357 — 31
Preparing Students for Non-Farm Agricultural Occupations. Report of the Workshop, Program Planning, Agricultural Education 799B, Held at The Ohio State University, Columbus, Ohio, June 22 through July 10, 1964.

VT 000 554 ED — 53
The Development of a Work Orientation Program for Home Economics Related Occupations, 1964-1966.

VT 000 646 ED 011 032 — 24
Organizing to Provide Agricultural Education for Off-Farm Occupations.

VT 000 648 ED 011 034 — 26
Vocational and Technical Education in Agriculture for Off-Farm Occupations for Counselors, Teachers, Board Members, and Administrators at All Levels.

VT 001 154 — 32
Parent and Family Life Education for Low-Income Families, A Guide for Leaders.

VT 001 260 ED — 27
Problems of Implementing Agricultural Occupations Programs in Twenty-Eight Selected Vocational Agriculture Departments.

VT 001 429 — 28
Leadership for Vocational Education in California, Theory and Practice of Program Development. Report of the State Conference, Playa Del Rey, California, May 10-11, 1966.

SUBJECT INDEX

Page

PROGRAM EVALUATION
VT 000 026 ED 010 791 65
Evaluation of Local Vocational Education Programs. A Manual for Administrators, Teachers, and Citizens.

VT 000 027 ED 66
Evaluating Vocational Education in the Public Schools. Final Report on the Project Entitled Development and Demonstration of Procedures for Evaluation of a Comprehensive Program of Vocational Education in the Public Schools.

VT 000 088 ED 67
Attitudes and Beliefs About Homemaking and/or Home Economics Education in Michigan Secondary Schools.

VT 000 100 ED 010 794 68
Vocational Education in Michigan. The Final Report of the Michigan Vocational Education Evaluation Project.

VT 000 434 127
Illinois Agricultural Education Curriculum Research Project, Pilot Programs in Agricultural Education. Final Report.

VT 000 523 ED 23
A Study of Vocational Agriculture in the Schools of the Phoenix Union High School System.

PROGRAM IMPROVEMENT
VT 000 025 ED 64
Improving Vocational-Technical Education in the Top-O' Michigan Area.

PROGRAM PLANNING
VT 000 075 87
The Job Entry Curriculum. Prepared for Experimental Program Developers Emphasizing Distributive Education.

Page

PROGRAMED INSTRUCTION
VT 000 007 ED 010 787 95
The Effects of Programmed Instruction on Attitude and Achievement.

VT 000 911 90
A Programmed Course in General Electronics.

PROGRAMED MATERIALS
VT 000 911 90
A Programmed Course in General Electronics.

QUESTIONNAIRES
VT 000 093 ED 103
A Preferred Order for Studying Current Problems in Minnesota's Trade and Technical Program.

RESEARCH METHODOLOGY
VT 000 460 104
Report of Second Research Coordination Conference on Agricultural Occupations. January 13-15, 1964, The Ohio State University, Columbus. Summarization Procedures, Guidelines for Pilot Programs.

RESEARCH PROBLEMS
VT 000 093 ED 103
A Preferred Order for Studying Current Problems in Minnesota's Trade and Technical Program.

SALARIES
VT 000 859 ED 57
Occupations in Colorado, Part II, Outlook by Denver Area Occupations.

SECONDARY SCHOOLS
VT 000 397 113
A Survey of Industrial Arts Enrollments in Ohio Schools.

VT 000 448 22
Vocational and Technical Education in Virginia, Present and Future Needs. Report to the Governor and the General Assembly of Virginia.

SUBJECT INDEX

Page

VT 000 554 ED 53
The Development of a Work Orientation Program for Home Economics Related Occupations, 1964-1966.

SELF CONTAINED CLASSROOMS
VT 000 065 80
Research Project. Experimental Program 00018.

SEMINARS
VT 000 000 ED 010 785 3
Central States Seminar in Agricultural Education, Sheraton-Chicago Hotel, Chicago, Illinois, March 14-17, 1966. Theme, Implementing the Vocational Education Act of 1963.

VT 000 396 ED 89
Guidance in Vocational Education, Guidelines for Research and Practice. A Report of a National Interdisciplinary Seminar, January 12-14, 1966, Held at The Ohio State University, Columbus, Ohio.

SLOW LEARNERS
VT 000 065 80
Research Project. Experimental Program 00018.

SOCIOECONOMIC BACKGROUND
VT 000 407 ED 114
Occupational Desires and Expectations of North Carolina High School Seniors.

STATE AID
VT 000 015 ED 4
High School Principals' Perceptions of Assistance Needed in Order to Develop More Adequate Programs for Employment-Bound Youth.

VT 000 028 ED 6
A Follow-Up Study of the Attitudes of Local Administrators Regarding the Financing of Vocational Education in Michigan.

Page

STIMULUS DEVICES
VT 000 907 ED 92
A Comparison of Mail-Techniques for Stimulating Interest in Occupational Education Research.

STUDENT ATTITUDES
VT 000 007 ED 010 787 95
The Effects of Programmed Instruction on Attitude and Achievement.

VT 000 035 ED 110
The Entering Student, College of Agriculture. A Study of the Backgrounds, Motivations, and Goals of Entering Students in the College of Agriculture at Davis in 1963 and 1964.

STUDENT CHARACTERISTICS
VT 000 034 ED 109
The Agricultural Student. A Restudy of Students Who Enrolled as Freshmen, Fall, 1960, in the College of Agriculture, University of California, Davis.

STUDENT ENROLLMENT
VT 000 014 108
Post-High School Vocational-Technical Education in Wisconsin. An Analysis of Enrollment Increases in Post High School Terminal Technical Programs During 1963-64 in Wisconsin Schools of Vocational, Technical, and Adult Education.

VT 000 397 113
A Survey of Industrial Arts Enrollments in Ohio Schools.

STUDENT TEACHERS
VT 000 558 ED 122
Attitudinal Changes Toward Adult Education During Student Teaching.

SUPERVISED FARM PRACTICE
VT 000 033 ED 7
Teacher Adoption of a New Concept of Supervised Practice in Agriculture.

SUBJECT INDEX

Page

SUPERVISION
VT 000 000 ED 010 785 3
Central States Seminar in Agricultural Education, Sheraton-Chicago Hotel, Chicago, Illinois, March 14-17, 1966. Theme, Implementing the Vocational Education Act of 1963.

SURVEYS
VT 000 436 ED 115
Occupational and Educational Plans of Vocational Agriculture Students in North Carolina, A Comparison with Other Students.

TEACHER ATTITUDES
VT 000 033 ED 7
Teacher Adoption of a New Concept of Supervised Practice in Agriculture.

VT 000 088 ED 67
Attitudes and Beliefs About Homemaking and/or Home Economics Education in Michigan Secondary Schools.

VT 000 907 ED 92
A Comparison of Mail-Techniques for Stimulating Interest in Occupational Education Research.

TEACHER EDUCATION
VT 000 000 ED 010 785 3
Central States Seminar in Agricultural Education, Sheraton-Chicago Hotel, Chicago, Illinois, March 14-17, 1966. Theme, Implementing the Vocational Education Act of 1963.

VT 000 453 ED 91
The Partnership Vocational Education Project, A New Program in Industrial-Technical Education, A Proposal Presented to and Accepted by the Ford Foundation.

Page

TEACHER EDUCATORS
VT 000 082 ED 120
The Role of Distributive Teacher Educators in Adult Education.

TEACHER EVALUATION
VT 000 023 ED 010 790 126
A Pilot Research Project of Techniques Used in Teaching a Unit on Child Development.

VT 000 036 ED 119
A Study of the Performance of Limited Status Students Compared to Regular Graduate Students in Agriculture.

TEACHER ORIENTATION
VT 000 649 ED 011 035 128
Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture.

TEACHER ROLE
VT 000 082 ED 120
The Role of Distributive Teacher Educators in Adult Education.

TEACHING
VT 000 406 ED 131
Relationships Among Selected Motivations Into Vocational Education.

TEACHING METHODS
VT 000 355 ED 88
Integrating Biological Principles with Instruction in Vocational Agriculture. A Research Report of a Graduate Study.

TEACHING TECHNIQUES
VT 000 023 ED 010 790 126
A Pilot Research Project of Techniques Used in Teaching a Unit on Child Development.

SUBJECT INDEX

Page

TECHNICAL EDUCATION
VT 000 078 ED — 11
Report of a National Seminar of Agricultural Education, "Preparing Agricultural Technicians," July 20 to 24, 1964.

VT 000 345 — 99
Professional Growth Week. Minutes of Conference Held at American Baptist Assembly, Green Lake, Wisconsin, August 23-27, 1966.

VT 000 410 ED — 20
Education and Training for the World of Work, A Vocational Education Program for the State of Michigan.

VT 000 448 — 22
Vocational and Technical Education in Virginia, Present and Future Needs. Report to the Governor and the General Assembly of Virginia.

VT 000 453 ED — 91
The Partnership Vocational Education Project, A New Program in Industrial-Technical Education, A Proposal Presented to and Accepted by the Ford Foundation.

TEST CONSTRUCTION
VT 000 911 — 90
A Programmed Course in General Electronics.

TEST EVALUATION
VT 000 911 — 90
A Programmed Course in General Electronics.

TRADE AND INDUSTRIAL EDUCATION
VT 000 093 ED — 103
A Preferred Order for Studying Current Problems in Minnesota's Trade and Technical Program.

Page

TRANSPARENCIES
VT 000 646 ED 011 032 — 24
Organizing to Provide Agricultural Education for Off-Farm Occupations.

UNEMPLOYED
VT 000 342 ED — 81
Exploration of the Problem of Training and Retraining the Unemployed. Summary Report, A Part of the Michigan Vocational Education Evaluation Project.

UNEMPLOYMENT
VT 000 063 ED 010 792 — 79
Study of Illieteacy in Texas as Related to Vocational Education.

VETERANS
VT 000 399 — 18
Institutional On-Farm Training Program, West Virginia, 1946-1963. Final Report.

VOCATIONAL AGRICULTURE
VT 000 001 ED 010 786 — 35
The Present Occupational Status of Oklahoma High School Vocational Agriculture Graduates Over the Past Five Year Period From 1959 to 1963.

VT 000 045 ED — 45
A Study of Employment Opportunities and Training Needs in Off-Farm Agricultural Occupations in Oklahoma.

VT 000 355 ED — 88
Integrating Biological Principles with Instruction in Vocational Agriculture. A Research Report of a Graduate Study.

SUBJECT INDEX

Page

VT 000 357 31
Preparing Students for Non-Farm Agricultural Occupations. Report of the Workshop, Program Planning, Agricultural Education 799B, Held at The Ohio State University, Columbus, Ohio, June 22 through July 10, 1964.

VT 000 413 ED 49
Mechanical Competencies Needed for Employment in Farm Machinery Sales and Service and Farm Supplies and Equipment Businesses.

VT 000 434 127
Illinois Agricultural Education Curriculum Research Project, Pilot Programs in Agricultural Education. Final Report.

VT 000 435 72
Agricultural Mechanics Shops in Modern Secondary Schools.

VT 000 436 ED 115
Occupational and Educational Plans of Vocational Agriculture Students in North Carolina, A Comparison with Other Students.

VT 000 464 ED 116
A Comparison of the College Performance of Students Who Did and Those Who Did Not Study Vocational Agriculture in Georgia High Schools.

VT 000 505 ED 011 030 52
Occupational Guidance for Off-Farm Agriculture.

VT 000 523 ED 23
A Study of Vocational Agriculture in the Schools of the Phoenix Union High School System.

VT 000 646 ED 011 032 24
Organizing to Provide Agricultural Education for Off-Farm Occupations.

Page

VT 000 647 ED 011 033 25
Policy and Administrative Decisions Needed When Introducing Vocational and Technical Education in Agriculture for Off-Farm Occupations for Boards and Administrators of Local Schools, Area Schools, and Colleges.

VT 001 260 ED 27
Problems of Implementing Agricultural Occupations Programs in Twenty-Eight Selected Vocational Agriculture Departments.

VOCATIONAL AGRICULTURE TEACHERS
VT 000 033 ED 7
Teacher Adoption of a New Concept of Supervised Practice in Agriculture.

VT 000 649 ED 011 035 128
Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture.

VOCATIONAL EDUCATION
VT 000 015 ED 4
High School Principals' Perceptions of Assistance Needed in Order to Develop More Adequate Programs for Employment-Bound Youth.

VT 000 016 5
A Study of Organization for the Administration of Vocational Education in Selected Michigan High Schools. A Summary Report. A Part of the Michigan Vocational Education Evaluation Report.

VT 000 025 ED 64
Improving Vocational-Technical Education in the Top-O' Michigan Area.

VT 000 026 ED 010 791 65
Evaluation of Local Vocational Education Programs. A Manual for Administrators, Teachers, and Citizens.

SUBJECT INDEX

Page

VT 000 027 ED 66
Evaluating Vocational Education in the Public Schools. Final Report on the Project Entitled Development and Demonstration of Procedures for Evaluation of a Comprehensive Program of Vocational Education in the Public Schools.

VT 000 028 ED 6
A Follow-Up Study of the Attitudes of Local Administrators Regarding the Financing of Vocational Education in Michigan.

VT 000 054 ED 8
The Jackson County Schools Vocational Education Research Project. A Supplement.

VT 000 077 ED 10
Report of a National Vocational Education Seminar on the Administration of Research, May 24 to 27, 1965.

VT 000 087 112
Employment Needs and Opportunities and General Appraisal of Present Education and Training Programs as Obtained from a Survey of Opinions of Personnel in Industry in a Twelve-County Area.

VT 000 100 ED 010 794 68
Vocational Education in Michigan. The Final Report of the Michigan Vocational Education Evaluation Project.

VT 000 342 ED 81
Exploration of the Problem of Training and Retraining the Unemployed. Summary Report, A Part of the Michigan Vocational Education Evaluation Project.

VT 000 344 15
Vocational Education Today and Tomorrow. A Conference on Vocational Education, February 25-26, 1966.

Page

VT 000 345 99
Professional Growth Week. Minutes of Conference Held at American Baptist Assembly, Green Lake, Wisconsin, August 23-27, 1966.

VT 000 395 ED 100
Report of the California State Conference on Vocational Education, January 11-12, 1965, Los Angeles.

VT 000 396 ED 89
Guidance in Vocational Education, Guidelines for Research and Practice. A Report of a National Interdisciplinary Seminar, January 12-14, 1966, Held at The Ohio State University, Columbus, Ohio.

VT 000 406 ED 131
Relationships Among Selected Motivations Into Vocational Education.

VT 000 418 ED 50
Occupational Needs for Vocational and Technical Education for New Mexico. Summary.

VT 000 448 22
Vocational and Technical Education in Virginia, Present and Future Needs. Report to the Governor and the General Assembly of Virginia.

VT 000 453 ED 91
The Partnership Vocational Education Project, A New Program in Industrial-Technical Education, A Proposal Presented to and Accepted by the Ford Foundation.

VT 000 462 51
A Study to Determine the Effectiveness of Utah's Public Supported Vocational-Technical Education Program in Meeting the Training Needs of Business and Industry, With Special Emphasis on Programs Designed to Upgrade the Skills of the Existing Work Force.

SUBJECT INDEX

Page

VT 000 796 ED 56
Personnel Needs and Supply in Vocational Technical Education Above Local Teacher Level.

VT 000 907 ED 92
A Comparison of Mail-Techniques for Stimulating Interest in Occupational Education Research.

VT 000 960 75
Education and Training, The Bridge Between Man and His Work. Third Annual Report ... to the Congress on Training Activities Under the Manpower Development and Training Act.

VT 001 429 28
Leadership for Vocational Education in California, Theory and Practice in Program Development. Report of the State Conference, Playa Del Rey, California May 10-11, 1966.

VOCATIONAL FOLLOWUP

VT 000 001 ED 010 786 35
The Present Occupational Status of Oklahoma High School Vocational Agriculture Graduates Over the Past Five Year Period From 1959 to 1963.

VT 000 024 63
Practical Nursing Research Project, 1947-1965.

VOCATIONAL GUIDANCE

VT 000 396 ED 89
Guidance in Vocational Education, Guidelines for Research and Practice. A Report of a National Interdisciplinary Seminar, January 12-14, 1966, Held at The Ohio State University, Columbus, Ohio.

VT 000 407 ED 114
Occupational Desires and Expectations of North Carolina High School Seniors.

Page

VT 000 505 ED 011 030 52
Occupational Guidance for Off-Farm Agriculture.

VOCATIONAL INTERESTS

VT 000 035 ED 110
The Entering Student, College of Agriculture. A Study of the Backgrounds, Motivations, and Goals of Entering Students in the College of Agriculture at Davis in 1963 and 1964.

VT 000 054 ED 8
The Jackson County Schools Vocational Education Research Project. A Supplement.

VT 000 407 ED 114
Occupational Desires and Expectations of North Carolina High School Seniors.

VOCATIONAL RETRAINING

VT 000 039 ED 111
A Study of the Effect of Selected Characteristics in Farm Mechanics Retraining Schools Under the Area Redevelopment Act in Oklahoma.

VT 000 342 ED 81
Exploration of the Problem of Training and Retraining the Unemployed. Summary Report, A Part of the Michigan Vocational Education Evaluation Project.

VT 000 960 75
Education and Training, The Bridge Between Man and His Work. Third Annual Report ... to the Congress on Training Activities Under the Manpower Development and Training Act.

VOCATIONAL SCHOOLS

VT 000 087 112
Employment Needs and Opportunities and General Appraisal of Present Education and Training Programs as Obtained from a Survey of Opinions of Personnel in Industry in a Twelve-County Area.

SUBJECT INDEX

Page

WITHDRAWAL
VT 000 034 ED 109
The Agricultural Student. A Restudy of Students Who Enrolled as Freshmen, Fall, 1960, in the College of Agriculture, University of California, Davis.

WORK EXPERIENCE PROGRAMS
VT 000 030 86
Cooperative Supervised Job Training Program. An Interim Evaluation.

VT 000 065 80
Research Project. Experimental Program 00018.

WORKSHOPS
VT 000 419 ED 121
Report on the Workshop for Teachers of Vocational Nursing, Fresno, April 8-11, 1963.

YOUNG FARMER EDUCATION
VT 000 067 ED 010 793 9
An Annotated Bibliography for Young and Adult Farmer Education.

VT 000 558 ED 122
Attitudinal Changes Toward Adult Education During Student Teaching.

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